REPORT

ON

PUBLIC INSTRUCTION

IN

LOWER BURMA

FOR

THE YEAR 1886-87.

RANGOON:

PRINTED AT THE GOVERNMENT PRESS

1887.

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RESOLUTION

ON

THE REPORT ON PUBLIC INSTRUCTION

IN

LOWER BURMA

For the year 1886-87.

Extract from the Proceedings of the Chief Commissioner, Burma, in the General Department,—No. 33E., dated the 17th November 1887.

READ—

The Report on Public Instruction in Lower Burma for the year 1886-87.

RESOLUTION.—The year 1886-87 was an important one in the history of educational administration in Burma. Several measures affecting the system of education in the province generally were carried out or were under consideration during the year. The principal of these were the revision of the Grant-in-aid Rules, which had been in force since 1882; the transfer of the Rangoon College and High School to the control of the Educational Syndicate; the revision of the provincial standards of instruction; and the renewal for two years, with certain modifications, of the arrangements under which grants from provincial funds are made to Municipal bodies.

2. *General results.*—The statistics of attendance show a large decrease in the number of schools and of pupils under inspection, the number of schools having fallen from 5,204 in 1885-86 to 5,046 during the year under review, and of pupils from 156,066 to 112,603. This decrease was confined to primary schools and was due to exceptional causes, which are explained at a later part of this review. In other respects fairly satisfactory progress was made during the year. There was a small increase in the number of pupils at the high and middle stages of instruction; the number of pupils at the upper primary stage increased by nearly 100 per cent., and the number of pupils learning English rose from 7,529 to 7,913. There was a corresponding improvement in the success of pupils at the prescribed examinations. One examinee passed the B. A. examination of the Calcutta University as against none in the previous year, six passed the First Arts examination as against three in 1885-86, and there was a considerable increase in the number of pupils passing the Matriculation, Upper Primary, and Lower Primary examinations. For causes explained in the Director's report, no Middle School examination was held during the year.

3. *Financial.*—Expenditure on education amounted to Rs. 9,37,584, there being a decrease of Rs. 12,145 on the expenditure of the previous year. This decrease was due to a falling off in expenditure on school buildings by Municipalities, particularly Rangoon, which last year spent upwards of Rs. 20,000 in building a single school-house. On the other hand there was a considerable increase in the

direct expenditure on general education. The largest proportional increase was in expenditure on university education and was due to the re-organization of the Rangoon College. The sources from which educational funds were drawn were the same as in former years. Provincial finances bore a proportionally smaller part of the cost of education than in the previous year in consequence of the transfer of the cost of Deputy Inspectors of Schools to the district cess fund. In 1884 the cost of Deputy Inspectors of Schools, which had till then been met from the district cess fund, was made a provincial charge. But the straitened condition of provincial finances rendered a reversion to the old system necessary from the beginning of the year under review. At the same time, in order that the progress of education in the interior might not be impeded by the change, the proportion of the cess fund to be ordinarily allotted to education was raised from one-tenth to one-fifth. As a further measure of relief to the cess fund, a portion of the cost of Deputy Inspectors of Schools will in future be debited to Municipal and Town Committees in districts where such Committees exist. The Director, in his report, urges the necessity for relieving the district cess fund of the burden of the pay of Deputy Inspectors of Schools. The Director's recommendation on this point cannot be accepted. In view of the fact that the work of the Deputy Inspectors of Schools lies entirely among schools maintained from local funds, the arrangement which throws their cost on those funds is reasonable and, in the present financial condition of the province, must be maintained.

Expenditure on education from municipal revenues fell from Rs. 3,43,523 in 1885-86 to Rs. 2,90,767 in the year under review. This decrease was due entirely to a falling off in expenditure on buildings of upwards of half-a-lakh of rupees. Several large schools were built in 1885-86 by the Rangoon, Pegu, and Akyab Municipalities. In 1886-87 expenditure on buildings was normal. In other respects municipal expenditure on education was much the same as in the preceding year and calls for no special remarks. Municipal Committees continue to manage the educational institutions under their charge on the whole in a satisfactory manner. Some Municipal Committees have found that expenditure on education is growing too rapidly in their towns and is absorbing too large a share of the municipal revenues. The chief cause of the too rapid increase in educational expenditure, which has undoubtedly taken place in some towns during the last few years, has been the liberality of the rules regulating grants to indigenous and other schools. The revision of the rules, which has been carried out during the last two years, will, it is believed, remove the inducement to excessive expenditure which the former rules afforded. The necessity for regulating expenditure on education, as on other objects, by the amount of their income has been impressed on those Municipal Committees which have increased their expenditure in this direction without sufficiently considering the question of ways and means.

4. *Inspecting Agency.*—No changes were made during the year in the inspecting agency of the province. The need which, as the Director points out, exists for a special agency for the inspection of Mahomedan schools in the Arakan division has been met since the close of the year by the appointment of a Mahomedan Inspector of Schools in the Akyab district. Part of the cost of the pay of this Inspector will be met from the Akyab district cess fund, part from the revenues of

the Akyab Municipality. The Director reports that the work of inspection was on the whole efficiently performed during the year. The Chief Commissioner is unable to concur in this view in the face of the fact that three Deputy Inspectors in the Senior Inspector's, and all but one in the Junior Inspector's circle, spent on tour less than the time, 200 days, which has been laid down as the minimum period during which these officers should travel. As has been pointed out in former reports, a Deputy Inspector of Schools is essentially a peripatetic officer, and he fails in the principal part of his duty if he spends a greater part of his time at headquarters, where he can have little to do, than in the interior, where his work lies. The Chief Commissioner hopes that the Director and the Inspectors will insist on Deputy Inspectors doing their duty in the matter of inspection tours in future. An officer who, from the periodical returns, appears to be spending an unnecessarily large portion of his time at headquarters should be at once called to task and required to explain his neglect. District and Subdivisional Officers might do much to supervise the work of Deputy Inspectors. The Chief Commissioner expects Deputy Commissioners to take an intelligent interest in matters connected with education in their districts. There is reason to fear that this duty is sometimes overlooked.

5. *Grant-in-aid Rules.*—During the year 1886-87 the question of the revision of the Grant-in-aid Rules was considered in consultation with the Director of Public Instruction, the Educational Syndicate, Municipal bodies, and managers of aided schools. The rules which had been introduced in April 1882 lapsed at the end of March 1887. The rapid progress of the province in educational matters during the five years 1882 to 1887 rendered the rules made in 1881 unsuitable, in part, to the changed conditions of 1887. Moreover, the rapidly increasing expenditure on grants-in-aid, especially on attendance-grants, was becoming a heavier burden than the finances of the province could bear. Accordingly, the revised rules which were framed during the year under review, and which were introduced with the sanction of the Government of India on the 1st April 1887, differ in some important particulars from those formerly in force. The principal points of difference are the following. Attendance-grants, which are given for regular attendance merely, have been reduced by nearly one-half; boarding-grants have been reduced by one-half; regulations have been framed for the making of grants-in-aid to technical schools; and a comprehensive list of technical subjects has been drawn up, instruction in which will qualify schools for special grants. Results-grants proper have not for the most part been reduced, the experience of the last five years having shown that the scale fixed in 1882 is still no more than sufficiently liberal.

6. *University education.*—Under arrangements made during the year under review, which were set forth in last year's report, the Rangoon College is now under the control of the Educational Syndicate. The attendance at the College fell from 21 students in 1885 86 to 17 students in the year under review, a decrease which is ascribed, no doubt correctly, to the large field for employment as interpreters which has been opened to Burmese youths by the annexation of Upper Burma. The College was more successful in examinations than in the previous year, five out of seven candidates having passed the F. A. examination. One *ex*-student passed the B. A. examination. The Director

points out that the College is now a very costly institution to the province, the salaries of the lecturers having been raised considerably on its re-organization under the control of the Syndicate. The fact of the costliness of the College cannot be gainsaid, but there can be no question that such an institution is necessary for the province, and the best guarantee of ultimate success is organization on a thoroughly efficient basis.

7. *Secondary Schools.*—The number of secondary schools, which include high and middle class schools, and of pupils educated in such schools, was nearly the same as in the previous year. The number of schools increased by one, an indigenous school, while the number of pupils in attendance decreased from 8,881 to 8,541. The progress of higher education, judged by the number of pupils who passed the University Entrance examination, was considerable. Thirty-nine pupils passed during the year under review, being nearly twice as many as passed in 1885-86 and three times as many as the average number who passed in the three preceding years. The Rangoon high school alone passed 16 pupils. The Chief Commissioner observes with satisfaction that the Moulmein school, which for two years failed to pass any pupils, succeeded during the year under review in obtaining five passes. The record of middle school progress during the year is barren. In consequence of the introduction of certain changes in the system of awarding scholarships no Middle School examination was held in 1886, and consequently the principal test of educational progress was not applied to middle schools during the year. The Chief Commissioner is glad to learn that the number of Vernacular schools working beyond the primary standard continues to increase.

8. *Primary education.*—The statistics of primary schools show a considerable falling off in the number of schools under inspection and a very large decrease in the number of pupils as compared with the previous year. The number of schools decreased by 157, of pupils by 43,679. The decrease in the number of pupils is to some extent apparent only and is due to the introduction of the new system of recording attendance explained in the report. There seems, however, to have been a considerable actual decrease in the number of pupils, corresponding to the decrease in schools, which must be ascribed to the disturbed condition of a considerable part of the province in 1886-87. There is no reason to doubt that with the restoration of tranquillity the number of indigenous schools and scholars will rapidly reach the level of former years. In spite of the apparently large reduction in the number of pupils attending primary schools, the number who passed the Upper and Lower Primary examinations was considerably higher than in the previous year. This improvement was, however, confined to Vernacular schools, which made a very marked progress. In Anglo-Vernacular schools, on the other hand, the number of pupils who passed the primary examination was much smaller than in the previous year. This falling off was not universal, some schools having made a considerable advance on last year. The most successful were St. John's and St. Anthony's aided schools in Rangoon, the Paungdè, Prome, and Toungoo Municipal schools, and the Bghai-Karen mission school in Toungoo. The Director ascribes the want of success in the majority of the Anglo-Vernacular primary schools in the province to an insufficient supply of competent teachers, a want which he believes to exist

in the case of middle schools also, and which he proposes to supply by founding a training school for secondary teachers and by extending to them the system of salary-grants. While fully sharing the views of the Director as to the necessity to the province of efficient secondary schools, the Chief Commissioner fears that the measures by which the Director proposes to foster such schools cannot be carried out in the present state of provincial and local finances. At the same time the Chief Commissioner would impress on Municipal and Town Committees, which have the management of schools of this class, how important it is to the educational welfare of the province that they should not be suffered to deteriorate. He hopes that Committees will give the matter their earnest attention. If Committees take a keen interest in their schools and satisfy themselves by frequent inspections that the work of instruction is being diligently carried on, the teaching staff will probably be found to be equal to the demand upon it.

The improvement in the results attained by indigenous schools, which was very general throughout the province, is a satisfactory feature of the year's report. The Chief Commissioner has read with interest the remarks of the Director on the growing popularity of indigenous lay schools. It may be matter for sentimental regret that the monastic school, the oldest and, less than 50 years ago, the only agent of education in the province, is giving way to the lay school. But, on the other hand, the gradual growth of a professional teaching agency which supports itself to a great extent by fees, and is wholly or partly independent of Government support, is a clear indication of the progress of education among the people generally.

9. *Schools for special and technical training.*—The number of normal schools was the same as in previous years. The decrease which took place in the number of pupils under training and in the number of pupils who obtained certificates was due to special causes, which are explained in the body of the report. During the last few years the normal schools have been sending forth certificated teachers in numbers largely exceeding the demand for them, with the result that many of such teachers are at present without employment. Although Government does not guarantee employment to teachers to whom it grants certificates, it is clearly undesirable that a considerable number of persons should every year undergo training for a profession which in all probability they will never be able to enter. The Director accordingly proposes to reduce considerably the teaching staff of the normal schools and the number of pupils admitted annually for training. At the same time, in order to provide posts for the many certificated teachers at present unemployed, he proposes to make certain changes in the salary-grant rules which will have the effect of extending the area of employment. The Director's proposals are now under the consideration of the Chief Commissioner, who has sought the advice of the Educational Syndicate concerning them.

There are at present only two technical schools in the province, namely, the Engineering school at Insein and the Industrial school at Akyab maintained as an adjunct to the high school by the Head Master, Mr. Simeon. Both these schools did good work during the year, more especially the latter, in which the number of pupils increased from 48 in 1885-86 to 96 in the year under review. Reference has been made in the remarks on the Grant-in-aid Rules to the measures which have been adopted for fostering technical education in the

province. The Educational Syndicate are at present engaged in drafting standards for examination in the various branches of technical knowledge for proficiency in which grants may be made under the rules. Eight survey schools were maintained during the year. They appear to have been efficiently conducted, the number of pupils having increased from 112 to 173, and of pupils who passed the provincial Survey examination from 17 to 41. Burmese students continue to be sent to study medicine at Calcutta and Madras. The conspicuous success of the students who have lately qualified as Hospital Assistants at Madras is very satisfactory.

10. *Education of Girls.*—The statistics of the education of girls during 1886-87 present the same abnormal features as those of primary education generally. There was a considerable falling off in the number of pupils under instruction, and at the same time an increase in the number of girls who successfully passed examinations. It seems probable that fair progress was made during the year in the education of girls, and that the falling off in the number under instruction was due to the same cause as produced this effect in the case of pupils generally. Since the close of the year under report, a step has been taken in the direction of the encouragement of the education of women by the foundation of three scholarships for women at the lying-in hospital maintained by the Burma branch of the Countess of Dufferin's society for affording medical aid to women. These scholarships have been established by the Educational Syndicate with funds subscribed to found a scholarship in memory of the late Mr. St. Barbe, and vested for that purpose in the Syndicate. The Chief Commissioner considers that in deciding that the scholarships to be founded should be scholarships for women, the Syndicate have shown a just appreciation of the importance of encouraging the education of women in this province.

11. *Control.*—The work performed by the Educational Syndicate during the year under review was the same as in former years. The Chief Commissioner has to thank the members of the Syndicate for much valuable advice given on the various important questions of educational administration which came under consideration during the year. The Chief Commissioner further desires to acknowledge the efficiency with which the Director managed the department under his charge during the year.

By order of the Chief Commissioner,

H. THIRKELL WHITE,

Secretary.

REPORT

ON

PUBLIC INSTRUCTION IN LOWER BURMA

For the year 1886-87.

Introduction.

This report was due on the 31st July. Its submission has been unavoidably delayed because the statements of receipts and expenditure, which are furnished by the Accounts Department and which form the basis of nearly all the financial statistics contained in the report, were not received until the 15th September 1887.

2. I have endeavoured to curtail the length of the report as much as possible, without omitting essential information or withholding such comments as seem necessary to elucidate the several statistical statements, and to draw attention to the immediate wants of the department.

SECTION I.

General and Statistical Summary.

3. The statistics of the year show a decrease in the number of schools and scholars under Government inspection, but an increase in the outturn of pupils successful at provincial examinations as well as at the examinations of the University.

4. The decrease in the number of schools is exclusively among indigenous institutions and is greatest in districts which have been exceptionally exposed to civil disturbance.

The decrease of attendance is in great measure only apparent, being largely due to a change in the system of record.

The simultaneous increase in the number of passed pupils and of pupils at the higher stages of instruction indicates general progress.

Noteworthy events of the year.

5. The principal events of the year 1886-87 affecting the Education Department have been as follows :—

The provincial Grant-in-aid Rules have been revised.

In the revised rules special provision has for the first time been made for the encouragement of technical education.

The Rangoon College has ceased to be a Government institution, and its management has been entrusted to the Educational Syndicate, which is now incorporated as a Society under Act XXI of 1860.

The provincial standards of instruction for high, middle, and primary schools have been under review by the Educational Syndicate.

A course of itinerant science lectures has been commenced in the principal schools of Rangoon in connection with the science department of the Rangoon College.

Arrangements were made for the final closing of the Government Book Depôt and for the transfer to private hands of the business of supply and distribution of school books.

The Reference Library of school text-books has been transferred to the Bernard Free Library.

The system under which Vernacular certificated teachers are trained and employed throughout the province has been the subject of careful enquiry.

Special enquiries have also been made into the state of education among Mahomedans.

Rules have been prepared to restrict the expenditure on results-grants to indigenous schools to budget limits.

The Sgau-Karen dialect has been admitted on the list of languages for which results-grants are payable in primary schools.

A lying-in hospital, with provision for the training of Burmese nurses and midwives, has been established with the aid of Government and of the Rangoon Municipality under the auspices of the Countess of Dufferin's Fund.

General statistics of schools and scholars.

6. The returns show a total of 5,046 schools under inspection with 112,603 scholars as compared with 5,204 schools and 156,066 scholars in 1885-86, a decrease being thus exhibited of 158 schools and 43,463 scholars.

7. It will be seen that, while the total number of schools under public and missionary management has slightly increased, there is a large decrease in the number of indigenous schools under inspection and of pupils in indigenous schools.

The disturbed condition of some important districts has led to the closing, at least temporarily, of a large number of schools of this class, but the reduction shown in the attendance is out of proportion to the reduction in the number of schools. Detailed explanation of these figures will be found in the chapter on primary schools.

8. The following summary illustrates in the usual form the distribution of schools and scholars in the several divisions and districts :—

Statistics of Schools and Scholars returned on the 31st March 1887.

Division.	District	NUMBER OF SCHOOLS.					NUMBER OF SCHOLARS.				
		PUBLIC INSTITUTIONS.				Private institutions.	IN PUBLIC INSTITUTIONS.				In private institutions.
		Under public management.	*Under private management.* Missionary, &c.	*Under private management.* Indigenous.	Total number of public institutions.		Under public management.	*Under private management.* Missionary, &c.	*Under private management.* Indigenous.	Total number of scholars.	
ARAKAN ...	Akyab ...	7	2	269	278	10	580	140	3,090	3,810	47
	Northern Arakan ...	1	...	...	1	...	24	...	...	24	...
	Kyaukpyu ...	2	...	150	152	5	207	...	2,415	2,622	110
	Sandoway ...	2	1	48	51	...	128	42	772	942	...
	Total ...	12	3	467	482	15	939	182	6,277	7,398	157
PEGU ...	Rangoon Town ...	9	20	226	255	3	724	2,881	4,085	7,690	263
	Hanthawaddy ...	1	...	308	309	...	58	...	9,752	9,810	...
	Pegu	2	...	445	447	...	163	...	7,924	8,087	...
	Tharrawaddy	3	3	260	266	2	164	151	5,775	6,090	26
	Prome	5	2	430	437	3	497	73	7,436	8,006	50
	Total ...	20	25	1,759	1,804	8	1,606	3,105	34,972	39,683	339
IRRAWADDY ...	Bassein	7	5	490	502	7	525	421	10,715	11,661	329
	Thôngwa	4	2	509	515	...	192	70	11,455	11,717	...
	Henzada	4	2	272	278	1	242	103	5,234	5,579	9
	Thayetmyo	1	2	276	279	28	104	131	5,998	6,233	474
	Total ...	16	11	1,547	1,574	36	1,063	725	33,402	35,190	712
TENASSERIM...	Moulmein Town ...	5	10	87	102	1	351	1,042	1,672	3,065	20
	Amherst	4	...	326	330	137	358	...	4,786	5,144	1,504
	Tavoy	1	1	170	172	...	138	36	5,017	5,191	
	Mergui	2	...	63	65	...	210	...	1,121	1,331	...
	Shwegyin	2	1	272	275	3	205	59	10,171	10,435	47
	Toungoo	2	11	229	242	5	136	838	4,192	5,166	80
	Salween	...	...	...	...	...	...	...	...	...	...
	Total ...	16	23	1,147	1,186	146	1,398	1,975	26,959	30,332	1,651
	GRAND TOTAL FOR THE YEAR 1886-87.	64	62	4,920	5,046	205	5,006	5,987	101,610	112,603	2,859
	GRAND TOTAL FOR THE YEAR 1885-86.	63	60	5,081	5,204	208	4,560	5,686	145,820	156,066	2,866
	In 1886-87 { Increase ...	1	2	...	...	...	446	301	...	...	...
	In 1886-87 { Decrease ...	...	...	161	158	3	...	...	44,210	43,463	7

General progress of schools.

9. While the statistics of schools and scholars show a numerical decrease, the statistics illustrating the working of schools afford evidence of general progress. Not only has the reduction of schools and scholars been attended by a larger numerical outturn of successful pupils, so far as the examination tests have been applied, but the statistics of pupils at the several stages of instruction, as given in General Table V in the appendix, are indicative of advance along the whole line.

10. The number of pupils at the high stage has increased from 165 to 173; of those at the middle stage from 1,735 to 1,912; and of those at the upper primary stage from 2,316 to 4,546.

General Table III shows also that the number of pupils learning English has increased from 7,664 to 8,092.

11. It may be explained here that an apparently large increase shown in the number of Christian pupils attending school is due to a more accurate classification of the pupils in Karen schools, the great majority of whom are Christians.

12. Another noticeable variation between the statistics of the past and present year also calls for explanation.

General Table V shows the "number of pupils reading printed books" and those "not reading printed books."

Until the year under review these headings were not correctly understood by the Deputy Inspector of Schools, whose returns form the chief basis of the entries in these columns; and whereas some Deputy Inspectors have interpreted "not reading printed books" as "unable to read from a printed book," others have interpreted it as "not in possession of printed books."

Thus in 1885-86 only 473 pupils were returned as not reading printed books; in the present report 54,375 pupils are so returned.

13. The Senior Inspector, who in reply to enquiry has furnished a special report on the subject, states that, assuming the meaning of the heading to be "pupils that are being taught without the aid of printed matter," probably not less than 50 per cent. of pupils in primary schools would come under such a description.

The figures in the present report may therefore be taken as approximately correct.

14. Notwithstanding the general objection to the admission of extracts from subordinate reports, I venture to append here the following extract from Mr. Hodson's report, which contains an interesting description of the common practice of Burmese indigenous schools in regard to the teaching of reading:—

"The Indian practice of writing in sand is unknown in Burmese village schools. Every little boy is expected to come provided with a *thinbôn*, a board blackened with a mixture of powdered charcoal and rice-water, on which he can write with a pointed bit of soft pot-stone. On this board the teacher, or one of the senior pupils, writes the portion of the alphabet that forms that day's lesson, and the pupil, in concert with others at the same stage with himself, traces the letters and shouts their names until repetition has fixed their form and sound in his memory. Graduated lessons are set from the *thinbôn-gyi*, on the completion of which the pupil has been made familiar with every combination of letters and has mastered the mechanical part of reading. At this stage of his progress a boy can advantageously take up the Burmese Reader No. 1, price 4 annas; but, as a matter of fact, this is rarely done except in schools where there is a certificated assistant teacher to recommend the innovation. Public opinion is in favour of one of the six Pali books known as the *Chauksaungdwe*, generally the *Mengalathôk* is selected for a beginner. Printed copies of the whole *Chauksaungdwe* can be obtained for 8 annas, and Burman parents do not begrudge the price; but small boys are destructive and paper books last a very short time in their hands. Sometimes the wooden *thinbôn* is changed for an English slate and slate-pencil, and the pupil is supplied daily with an extract from the *Mengalathôk* to read and commit to memory."

15. It is rightly added that the sale of printed Vernacular books shows that there is an increasing demand for such publications. The departmental First Burmese Reader sells at the rate of about 10,000 copies a year.

Results of public examinations.

16. The following table shows the progress of schools as tested by public examination:—

Examination.		Number of students passed in the year		In the year 1886-87.	
		1885-86.	1886-87.	Increase.	Decrease.
Arts Colleges—					
Bachelor of Arts examination	Boys	...	1(*a*)	+1	...
	Girls	...	...	...	...
First in Arts examination	Boys	8	6(*b*)	+8	...
	Girls	...	...	...	...
Schools for general education—					
Matriculation examination	Boys	20	35	+15	...
	Girls	3	4	+1	...
Middle School examination	Boys	201	...	...	...
	Girls	51	...	...	...
Upper Primary examination	Boys	691	773	+82	...
	Girls	87	119	+32	...
Lower Primary examination	Boys	2,268	2,488	+220	...
	Girls	404	440	+36	...
Schools for special instruction—					
Training School examination for masters		106	38	...	−68
Training School examination for mistresses		33	12	...	−21
Examination in surveying		20	57	+37	...

(*a*) Teacher, Rangoon College. | (*b*) Including one teacher from Rangoon College.

17. No general Middle School examination was held during the year owing to a change in the dates of examination introduced by the Educational Syndicate.

The decrease in the outturn of normal schools is due to no failure of the schools, but to the absence of the usual opportunity of presenting students for examination. The Middle School standard is the general education test for a normal student's certificate, and no Middle School examination being held, the usual test was not applied to the year's work in these schools.

Financial statistics.

18. The returns show a total expenditure from all sources on public instruction of Rs. 9,37,584 as compared with Rs. 9,49,729 in the preceding year, a decreased expenditure being thus shown of Rs. 12,145.

The decrease is accounted for by a greatly reduced outlay on educational buildings in municipal towns.

Under this head a sum of Rs. 78,523 was expended by Municipalities in 1885-86, while in the year under report the total municipal expenditure under the same head was only Rs. 27,153.

A decrease of expenditure of Rs. 18,082 is also shown from provincial funds; but this is accounted for by the transfer to local funds of the charges for Deputy Inspectors of Schools.

If these charges are eliminated from the accounts of both years, the expenditure from provincial funds in the year under report will be seen to have increased under other heads to the extent of Rs. 10,953. The increase is distributed between university, secondary, and primary education, the principal item being the increased charges on account of the revision of the establishment of the Rangoon College.

The expenditure from local funds has increased by Rs. 32,292, of which Rs. 29,035 is on account of the transfer from provincial funds of the charge for inspection.

Looking to the urgent need of additional funds for the improvement of the indigenous schools in rural districts, it seems very desirable that the local cess funds should, as soon as possible, be again relieved of this heavy burden in accordance with the principle laid down by the Education Commission.

It is satisfactory to note that the expenditure from schooling fees has again risen from Rs. 88,324 to Rs. 96,712 and that the private expenditure has also risen to Rs. 1,55,886, an increase of Rs. 18,013 over last year's expenditure from the same source.

Distribution of expenditure.

19. A comparison of the figures in General Table No. II with those in the same table in the last report shows that the proportion of the total cost of education borne by provincial funds has fallen from 29 to 27 per cent., and that from municipal funds from 36 to 31 per cent., while the share borne by local funds has risen from 11 to 15 per cent., and that contributed from fees and other sources—that is by pupils and school-managers—has increased respectively from 9 to 10 and from 14 to 17 per cent.

SECTION II.

CONTROLLING AGENCIES.

Direction and inspection.

20. The agency of control has remained unaltered, consisting of the Director of Public Instruction, two Inspectors, and 17 Deputy Inspectors of Schools.

The need for the services of an additional Deputy Inspector for Toungoo, and of a Deputy Inspector for Mahomedan schools, continues to exist and has been urged upon the local Government.

For the first ten months of the year the charge of this office was in my hands: for the remaining two months Mr. R. G. Hodson, Senior Inspector of Schools, officiated as Director of Public Instruction during my absence on privilege leave.

The office of Senior Inspector was held by Mr. Hodson until the end of January 1887, when Mr. Aldridge, Head Master of the Rangoon Normal School, was appointed to officiate as Senior Inspector.

Mr. L. A. Goss, Junior Inspector of Schools, obtained eight months' furlough in August 1886, and his office was placed in charge of Mr. C. A. E. G. Adams, Head Master of the Government High School, Moulmein.

Both the permanent and temporary incumbents in the offices of the Senior and Junior Inspectors have been themselves active in the work of inspection, and in the circle of the Senior Inspector the supervision and control of the deputies seem to have been efficient.

All grant-in-aid schools have been carefully tested under the results-grants system; the work of Deputy Inspectors has been watched and personally tested in every district. I have also had ready and material help from the Inspectors in all important departmental matters.

My own tours in the past year were limited to the Moulmein, Henzada, and Pegu districts: my *locum tenens* also visited those of Tavoy and Mergui.

Mr. Hodson notices the difficulty of ensuring strict uniformity in examinations by numerous Deputy Inspectors, but I think is justified in claiming that uniformity is fairly attained.

The institution of periodical conferences of inspecting officers and school-managers, which has been deferred for financial reasons, would probably do much to render the working of the system uniform as well as to remedy defects and lead to improvements in the working of schools.

The reports of the work done by the Deputy Inspectors in the Senior Inspector's circle are generally satisfactory and are confirmed by the progress of the schools. Some of these officers, however, still spend too much time at district headquarters.

The Deputy Inspectors of Shwegyin, Tharrawaddy, and Thayetmyo all spent considerably less than the prescribed minimum of 200 days on tour.

Special interest is said to have been shown in the work by Deputy Inspectors Maung Po Maung, Maung Po Nwe, Maung Bwa, Maung Tun, and Maung Maung, also by Karen Deputy Inspectors Maung Tha Dun U and Maung Po Ha.

At the examinations for pupil-teachers' certificates Maung Po Maung, Maung Tun, and Maung Ba Bwa were specially noticed for judgment and discrimination.

Two of the best Deputy Inspectors in this circle, namely, Maung San Dwa and Maung Shwe Kyu, have obtained promotion in the Government service, and their departure is a loss to the department.

In the Junior Inspector's circle every Deputy Inspector, except the newly appointed Deputy Inspector of Karen Schools, shows a short return of days spent on tour, the greatest defaulters being the Deputy Inspectors of Amherst and of Tavoy-Mergui, who were on tour 133 and 132 days respectively.

The Officiating Junior Inspector of Schools speaks in favourable terms of the work done by all his deputies, but it is clear that he has not been able to ensure on their part sufficient activity in inspection.

Director's office.

21. The work of the staff of this office has been as usual very efficiently managed by Mr. H. A. Nelson, the Head Clerk.

Municipal control.

22. During the past five years it has been annually reported that the responsibilities of Municipal Committees in the matter of education have, as a general rule, been discharged to the benefit of schools and the extension of educational work.

In their reports for the year under review both Inspectors of Schools notice instances of defects in the working of the system of Municipal control. Under standing rules Municipalities, while enjoined generally to follow departmental rules, are at liberty to make grants to schools outside of the rules, and thus, in some cases, a desire to fulfil the expectations of Government in regard to educational expenditure has led to the undue favouring of a minority of schools to the discouragement of private educational effort.

If certain schools are so liberally aided as to be independent of income from schooling fees, the certificated teacher who would establish an independent school in the same neighbourhood is unable to enforce fee payments.

Again it is represented, I think correctly, that the uncertainties attending service in Municipal schools as compared with the Government service increase the difficulty of obtaining the best qualified teachers. It is also certain that in some cases sufficient care has not been taken to select the best qualified candidates, while in other cases uncertificated teachers have been appointed to the exclusion of unemployed certificated teachers.

While the working of the system has thus not been free from defects, some Committees have felt the weight of their educational responsibilities to be so heavy that they have sought to be relieved of all responsibilities for education beyond the provision of a prescribed contribution of funds.

I adhere to the opinion, which I have consistently expressed, that a large share of control of educational affairs in towns is rightly entrusted to Municipal Committees.

I think, however, that our present regulations on the subject are open to improvement, and the subject will be shortly referred to Government for consideration.

Meantime the general regulations under which educational affairs in towns were entrusted in 1882 to Municipal Committees have, with some slight modification, been sanctioned for a further period of two years.

District Committees of Public Instruction.

23. District Committees of Public Instruction have in the majority of districts been either dissolved or merged, so far as towns are concerned, in Municipal Committees.

In Tharrawaddy, Moulmein, and Toungoo District Committees of Public Instruction are still maintained.

The Rural Boards which have been established in a considerable number of districts have not yet taken any active share in the educational administration.

Educational Syndicate.

24. This semi-official body, now incorporated as a Society under the Companies Act, is the central agency for the control of all provincial school examinations. The Syndicate appoints and pays the public examiners, makes all arrangements for the local examinations held throughout the province, and tabulates and publishes the results. Subject to the sanction of the local Government, it also regulates the provincial standards of examination. It has undertaken the management of the Rangoon College (hitherto controlled by the Education Department) and, as a representative body, it advises the local Government from time to time on educational matters generally.

The funds of the Syndicate, which are controlled by the Accounts Department, are derived from annual lump-grants from provincial funds, grants-in-aid of the Rangoon College payable from the same source, fees paid by candidates for examinations, tuition and boarding fees of the Rangoon College, and funds entrusted to the Syndicate by private persons for the foundation of educational endowments.

The Annual Report of the Syndicate issued for the year 1886-87, and setting forth the results of the public examinations of the year, shows that nearly 2,000 candidates were examined at the various public examinations conducted by the Syndicate, including the examinations of Advocates, Myoôks, and thugyis; that the total expenditure of the Syndicate, including charges for maintenance of the Rangoon College and the Bernard Free Library, amounted to Rs. 70,103.

The receipts were from public funds Rs. 67,900, and from fees and other sources Rs. 26,046.

The report further shows that the Bernard Free Library, which is under the control of the Syndicate and which now contains 5,000 volumes, was visited during the year by upwards of 2,000 readers; 128 persons are registered as borrowers from the library, of whom 58 are natives.

The Syndicate in the course of the year was consulted by the Government and gave the benefit of its advice on the subject of the revision of the Grant-in-aid Rules and on other departmental measures of general importance.

Grant-in-aid Rules.

25. Under the orders of Government the Grant-in-aid Rules, which were sanctioned for five years in 1881, have been reviewed and revised.

The opinions of school-managers and of others specially interested having been obtained, the draft of a revised code of rules was prepared in this office and submitted to Government for approval in September last.

After taking the advice of the Educational Syndicate on the draft the Government directed the adoption of certain modifications, and as thus modified the revised rules have been formally sanctioned for a period of five years from the 1st April 1887.

In the revision of the rules the general principle of payment for results has been retained.

The principal features of the revision are a large reduction in the rates of grant payable both for the results of examination and for attendance, the prescription of a definite ratio between the amounts payable for the results of examination and those payable for attendance, and the offer of special encouragement to technical schools. Minor provisions have been also added to ensure the keeping of proper accounts in aided schools, to regulate the remission of schooling fees, and to encourage by exceptional grants the education of specially backward tribes.

The draft originally submitted from this office provided also for the offer of half salary-grants for certificated teachers employed in aided secondary schools, to meet the urgent need of qualified teachers in such schools which exists throughout the province.

This provision was strongly supported by the Educational Syndicate, but has been excluded on financial grounds.

It is too early to speculate on the working of the revised rules, which will at all events largely reduce the expenditure on grants-in-aid.

The rules will be found *in extenso* in the appendix.

SECTION III.

University Education.

26. The Rangoon College, which ranks as a first grade college teaching to the standard of the B. A. degree, is still the only institution in the province which provides instruction beyond the standard of the University Entrance.

The authorities of St. John's College at Rangoon under the S. P. G. have contemplated the formation of a College department, but the plan has not taken practical shape.

27. The Rangoon College is now controlled by the Educational Syndicate and is no longer a Government institution. It must be observed, however, that the transfer is in reality a transfer of control only. The entire cost of the College is still borne by Government and constitutes in fact a far heavier charge upon provincial funds than at any former time, for not only is the whole cost of the institution, on a greatly enhanced scale, met from Government grants, but the receipts of the College are no longer credited to Government, but to a semi-independent society.

28. The working of the College in the past year, the first year of its management by the Educational Syndicate, has been fairly satisfactory, although the attendance has fallen from 21 to 17 students.

The decreased attendance is attributed—rightly I believe—to the demand for educated Burmese youths to serve as interpreters in Upper Burma. The Principal's report shows that eight students of the institution were thus withdrawn during the year.

29. Five candidates out of seven presented for the First in Arts examination in March last were successful, all passing in the 2nd division; but the two candidates presented for the B. A. degree were both unsuccessful. Two *ex*-students of the College, now working on the staff of the institution, were successful at the same examinations, one passing the F. A. examination, and the other, Mr. W. E. Mack, obtaining the degree of Bachelor of Arts.

30. The status of the teaching staff of the College has been assimilated by the Syndicate to that of the staff of other Indian Colleges. The monthly fee-rate payable by students has been simultaneously raised from Rs. 4 to Rs. 5.

31. The attendance of University students is at present very small in proportion to the public expenditure incurred on the College, and while this expenditure is, in my opinion, incurred in the best interests of the province, the smallness of the attendance of undergraduates indicates the need of strenuous efforts to strengthen and improve the secondary schools from which the college classes are recruited. It will be useless to maintain a costly machinery for university education unless the machinery for secondary education is also rendered efficient,

It is satisfactory to add that since the close of the year the attendance at the College has considerably increased.

SECTION IV.

School Education (General).

(*a*).—*Secondary Schools.*

Definition of secondary schools.

32. Under the head of secondary schools are included middle schools (in which pupils are carried by a three-years' course from the Upper Primary School to the Middle School examination) and high schools, in which (in a two-years' course) pupils are carried from the Middle School to the University Entrance examination.

Statistics of secondary schools.

33. The statistics of the year show a total of 71 schools graded as secondary with 8,541 scholars in attendance compared with 70 schools and 8,881 scholars in the preceding year.

Of these schools 54 are Anglo-Vernacular schools, for the most part under Municipal or Missionary management, and 14 are indigenous schools, which have risen above the primary grade and have been graded as middle schools.

34. Only one additional school has been added during the past year to the list of indigenous institutions recognized as middle schools, but the Inspectors' reports show that no less than 82 more indigenous schools are now working beyond the primary standards and endeavouring to teach to the middle school standard. In most cases, however, the teaching staff is inadequate, and it has been the policy of the department to discourage efforts to convert good primary schools into weak middle schools. The schools thus reported are therefore for the present still shown in the returns as primary schools.

Meantime it may be noted that in the past year seven indigenous schools were successful in passing pupils for teachers' certificates, of which the educational standard is that of the Middle School examination.

Working of secondary schools.

35. The working of the schools entrusted with this very important section of the educational work of the province has only been partially tested in the past year because, owing to a change in the date of examination, the Educational Syndicate has held no Middle School examination during the year ending 31st March 1887.

Middle schools.

36. Middle schools have therefore been without the usual test of examination, and their progress can be estimated only from the reports of inspecting officers and managers.

The annual reports of the Inspectors of Schools furnish only scanty com-

ment on the work of middle schools. The Senior Inspector considers that in his circle the advance made in middle schools has not been very marked. But the inspection reports on individual schools, which have been received from time to time during the year, show that in the middle departments of the following schools noticeable progress has been observed, namely:—

St. John's College, S. P. G., Rangoon.
St. John's Convent, Rangoon.
Municipal Middle School, Tavoy.
Municipal Middle School, Toungoo.
Municipal Middle School, Paungdè.
Municipal Middle School, Shwedaung.

In other cases the inspection reports have been almost exclusively confined to the primary departments, for the examination of which the Inspectors are responsible, and in the absence of the usual examination test the information regarding the actual working of the schools is in numerous cases incomplete.

High schools.

37. High schools have been tested as usual by the University Entrance examination, and the outturn of successful pupils has been larger than in any preceding year, 39 candidates having passed the University Entrance examination as against 23 in the preceding year.

38. The following are the institutions which have contributed to this result, namely:—

School.	Number of pupils passed.			
	In first division.	In second division.	In third division.	Total.
Rangoon College	2	12	2	16
Government High School, Moulmein	1	4	...	5
Municipal High School, Akyab	...	2	3	5
St. John's College (S. P. G.), Rangoon	...	3	2	5
St. Paul's Institution (R. C. M.), Rangoon	...	1	2	3
St. John's Convent (R. C. M), Rangoon	1	2	..	3
Municipal School, Mergui	...	1	...	1
St. Joseph's Convent (R. C. M.), Moulmein	...	1	...	1
Total ...	4	26	9	39

39. My own observation of the schools which I have visited leads me to repeat what has been urged before, namely, that special measures are needed to encourage the training of teachers and the employment of trained teachers in Anglo-Vernacular secondary schools, especially in middle schools.

In some cases, as at the Government school, Moulmein, a revision of the establishment is also necessary if the work is to be satisfactorily done.

In my opinion it is to this part of the educational course that special attention is now needed in this province. Primary Vernacular education is progressing well wherever sufficient funds are available, and for university education the existing provision is sufficient to meet our present wants. The weakest link in the chain is to be found in our Anglo-Vernacular lower secondary schools, where the teaching fails in some cases from want of funds to provide an adequate teaching staff, but more generally from the imperfect qualifications of the best teachers at present to be obtained. The weakness extends in many cases to the primary classes of Anglo-Vernacular schools.

Two remedies for the evil have been already suggested, namely, the adoption of systematic measures for the local training of teachers for secondary schools, and the adoption of a system of salary-grants to encourage and facilitate the employment of trained teachers in schools of this grade.

Standard of instruction.

40. An important measure affecting secondary schools has been adopted since the close of the year in the revision by the Educational Syndicate of the provincial middle school standard. The principal modification is that the number of compulsory subjects has been reduced by the relegation of history, algebra, and geometry to the list of optional subjects, the standard for nearly every subject being at the same time slightly raised.

These changes were, in my opinion, called for and are likely to improve the quality of the teaching in middle schools.

The effect of the change will be tested for the first time at the Middle School examination in the current year.

(*b*).—*Primary Schools.*

41. The following comparative statement furnishes statistics for the past two years of the number of primary schools of all classes, the number of pupils returned as under primary instruction, and the results of the provincial Primary School examinations :—

Class of institution.	Number of primary schools under inspection.		Attendance.		Number of pupils passed the Upper Primary examination.		Number of pupils passed the Lower Primary examination.	
	1885-86.	1886-87.	1885-86.	1886-87.	1885-86.	1886-87.	1885-86.	1886-87.
Primary Departments of Secondary Schools—								
1.—Public institutions under public management.	18	18	1,621	1,529	90	89	132	138
2.—Public institutions under private management—								
(*a*) Missionary and others	37	38	3,750	3,861	191	166	330	263
(*b*) Indigenous Burmese	14	14	1,610	1,066	83	63	130	106
Total ...	69	70	6,981	6,456	364	318	592	507
Primary Schools—								
1.—Public institutions under public management—	28	30	1,729	2,190	30	25	84	113
2.—Public institutions under private management—								
(*a*) Missionary and others	21	23	800	1,004	15	25	30	48
(*b*) Indigenous { Burmese	4,642	4,409	133,340	90,187	287	442	1,509	1,842
(*b*) Indigenous { Karens..	426	497	10,796	10,220	82	82	457	418
Total ...	5,117	4,959	146,755	103,601	414	574	2,080	2,421
Grand Total ...	5,186	5,029	153,736	110,057	778	892	2,672	2,928

These statistics are, as the Senior Inspector observes, of an unusual character. Simultaneously with a considerable decrease in the total number of primary schools under inspection, and with a large decrease in the total attendance, an increase is shown in the total number of pupils successful at examinations.

Explanation of reduction in the number of schools.

42. The reduction in the number of schools and scholars has taken place, it will be seen, almost exclusively under the head of indigenous schools. Careful enquiry has shown that a large number of such schools have been closed during the year under review, and that the districts most affected are those which have been exceptionally exposed to civil disturbance.

In such localities the influence of the late war on schools seems to have been felt to a greater extent in the past year than immediately after the annexation of the upper province.

43. In the Senior Inspector's circle the districts most affected are Pegu, Tharrawaddy, Henzada, Shwegyin, and Toungoo ; and the Inspector observes that when it is remembered that village schools with their property have been destroyed and some schoolmasters have lost their lives, and also to what an extent certain districts have been harassed by bandits, the disappearance of a considerable number of schools need be no matter for surprise.

In other districts of this circle, as Rangoon and Bassein, the number of indigenous schools has increased in the past year.

44. In the Junior Inspector's circle the districts of Akyab, Amherst, and Moulmein show a reduction in the number of schools for which no exceptional cause exists ; those of Kyaukpyu, Sandoway, Tavoy, and Mergui show an increase.

Explanation of reduced attendance.

45. The large reduction in the attendance which is shown in the statement above is in great measure only an apparent reduction, due to a change which has been introduced in the present report in the system of recording the attendance at indigenous schools.

These institutions contain the great mass of pupils under primary instruction; but in the majority of the schools no attendance registers are kept, and the statistics of attendance are necessarily less exact than in the case of schools in which attendance is regularly registered.

The tables in the annual report ought to show for all schools alike the attendance registered on the 31st March, but in the case of indigenous schools this is impossible for the reasons just indicated, and the practice hitherto has been to record the attendance in the rainy season, that is, at the time of year when schools are fullest, as ascertained by Deputy Inspectors of Schools.

46. In the year under report the plan has been adopted of recording, instead of the attendance at the full season, the actual attendance on the date of the annual inspection.

The plan is not without objection, because schools being examined in all months of the year the attendance at the full season is shown in some cases and that at the empty season in others; on the other hand the returns thus obtained are more accurate than those obtained under the old system and will, it is believed, furnish a better basis for estimating the variation of attendance in these schools from year to year.

Had the usual system of record been followed in this instance, the reduction of attendance would in all probability not have appeared more than proportionate to the reduction in the number of schools.

This view seems to be supported by the increase shown notwithstanding the smaller attendance recorded in the number of pupils successful in passing at the provincial Primary School examinations.

Working of primary schools.

47. The primary schools of the province may be broadly treated in two classes, Anglo-Vernacular and Vernacular.

Anglo-Vernacular primary schools are, in many cases, the lower departments of secondary schools and are either Municipal schools or schools under private management aided under the Grant-in-aid Rules. The reports of the past year show that, while a minority have done extremely well, in the majority of the Anglo-Vernacular primary schools, both those under public and those under private management, the results of examination have been inferior to those of the preceding year.

48. Of 33 Municipal primary schools 18 show a falling off and 15 an improvement. Of 50 aided schools 15 have obtained larger results than last year, while 35 have been less successful.

It does not necessarily follow that because a school passes 16 pupils as compared with 21 in the previous year, or even five as compared with 12, that the school has become less efficient; and it has to be remembered that in the past year the changes in the inspecting staff have involved the liability of schools to some variation of test. Nevertheless there are prominent cases where no such plea can be urged, and the general result of the examinations cannot be regarded as entirely satisfactory.

The causes of failure which have been indicated in the case of lower secondary schools contribute also to the failure of the Anglo-Vernacular primary schools.

49. In indigenous primary schools, on the other hand, a steady advance has been shown. With the exception of Tharrawaddy, Moulmein Town, and Sandoway, an increase is shown in every district of the province in the number of pupils of indigenous schools who have passed fully the upper and lower primary school standards.

50. The progress of Karen schools, as judged by the test of the provincial examinations, has varied considerably in different districts. In Hanthawaddy, Tharrawaddy, Thôngwa, and Toungoo an advance is shown; in Pegu, Henzada, Bassein, and Shwegyin the results are smaller than last year.

In Southern Tenasserim, where Karen schools have been for the first time brought under inspection, the standard is at present very low.

General statistics of indigenous schools.

51. I append below a summary of statistics of indigenous schools illustrating the variation which has taken place in the two past years in the several districts, and the extent to which these schools are successful in obtaining aid under the results-grant system and in fully reaching the provincial standards of examination.

Statistical Summary of Indigenous Burmese Schools for the official year ending 31st March 1887.

Division.	District.	Class of institution.	SCHOOLS UNDER INSPECTION. Number of institutions: At the beginning of the year.	Brought on the inspection list during the year.	Withdrawn from the inspection list.	At the close of the year.	Attendance: Boys.	Girls.	Total.	AIDED INSTITUTIONS. Number of schools.	Attendance: Boys.	Girls.	Number of pupils who have passed: Middle School examination: Boys.	Middle School examination: Girls.	Upper Primary examination: Boys.	Upper Primary examination: Girls.	Lower Primary examination: Boys.	Lower Primary examination: Girls.	Direct expenditure from public funds: Provincial funds.	Local cess funds.	Municipal funds.	Total.	Details of amount in column No. 23: Results grants.	Salary grants.	Miscellaneous.	UNAIDED INSTITUTIONS. Number of schools.	Attendance: Boys.	Girls.	Percentage of aided schools to total aided and unaided schools.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
																			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.				
Arakan.	Akyab	Monastic ...	256	27	39	244	2,105	...	2,105	18	397	...	...	...	7	...	27	...	100	3,896	918	4,914	484	4,080	350	226	1,708	...	7·38
		Lay ...	20	8	3	25	825	160	985	15	708	139	...	...	16	1	90	10	...	2,237	3,383	5,620	1,377	4,188	55	10	117	21	60·00
		Total ...	276	35	42	269	2,930	160	3,090	33	1,105	139	...	...	23	1	117	10	100	6,133	4,301	10,534	1,861	8,268	405	236	1,825	21	12·27
	Northern Arakan.	Monastic ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Lay ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Kyaukpyu	Monastic ...	109	25	13	121	1,932	...	1,932	11	255	...	...	...	...	...	1	...	...	45	...	45	45	...	...	110	1,677	...	9·09
		Lay ...	22	12	5	29	378	105	483	9	218	64	...	...	4	...	21	1	...	1,775	453	2,228	441	1,787	...	20	160	41	81·08
		Total ...	131	37	18	150	2,310	105	2,415	20	473	64	...	...	4	...	22	1	...	1,820	453	2,273	486	1,787	...	130	1,837	41	13·34
	Sandoway	Monastic ...	35	6	2	39	347	...	347	2	32	...	...	...	...	...	1	...	...	18	...	18	18	...	...	37	315	...	5·13
		Lay ...	10	3	4	9	326	99	425	8	318	75	...	...	8	...	23	2	...	1,002	1,325	2,327	597	1,615	115	1	8	24	88·89
		Total ...	45	9	6	48	673	99	772	10	350	75	...	...	8	...	24	2	...	1,020	1,325	2,345	615	1,615	115	38	323	24	20·83
Prov.	Rangoon Town.	Monastic ...	169	5	3	171	1,944	...	1,244	13	341	...	...	...	9	...	19	...	...	...	1,193	1,193	383	720	90	158	903	...	7·60
		Lay ...	47	13	5	55	1,993	948	2,841	43	1,704	635	...	...	43	4	130	28	100	...	12,494	12,594	6,197	6,187	210	12	189	123	78·48
		Total ...	216	18	8	226	3,137	948	4,085	56	2,045	825	...	...	52	4	148	28	100	...	13,687	13,787	6,580	6,907	300	170	1,092	123	24·78
	Hanthawaddy.	Monastic ...	313	10	15	308	7,179	...	7,179	24	875	...	...	...	4	...	3	...	...	1,078	...	1,078	358	720	...	284	6,304	...	7·79
		Lay ...	52	14	15	51	1,206	581	1,787	13	633	223	...	...	30	1	81	17	...	5,730	...	5,730	2,076	3,454	200	38	573	358	25·49
		Total ...	365	24	30	359	8,385	581	8,966	37	1,508	223	...	...	34	1	84	17	...	6,808	...	6,808	2,434	4,174	200	322	6,877	358	10·31
	Pegu	Monastic ...	375	40	56	359	5,261	42	5,303	82	2,232	42	...	...	13	...	85	...	...	4,374	888	5,262	2,062	2,880	320	277	3,029	...	22·84
		Lay ...	61	19	27	53	988	822	1,810	37	795	656	...	...	9	1	82	22	...	8,987	92	9,079	3,455	5,624	...	16	193	166	69·81
		Total ...	436	59	83	412	6,249	864	7,113	119	3,027	698	...	...	22	1	167	22	...	13,361	980	14,341	5,517	8,504	320	293	3,222	166	28·88
	Tharrawaddy.	Monastic ...	187	21	23	185	3,605	5	3,610	63	1,752	5	...	...	9	...	46	...	300	3,301	575	4,176	1,647	2,159	370	122	1,853	...	34·05
		Lay ...	60	21	32	49	1,065	469	1,554	31	868	334	...	...	21	1	54	9	680	3,857	1,685	6,222	2,997	2,540	685	18	217	135	65·27
		Total ...	247	42	55	234	4,690	474	5,164	94	2,620	339	...	...	30	1	100	9	980	7,158	2,260	10,398	4,644	4,699	1,055	140	2,070	135	40·17
	Prome	Monastic ...	349	46	28	367	5,555	...	5,555	20	588	...	...	...	...	...	36	...	300	162	1,751	2,213	623	1,290	300	347	4,967	...	5·45
		Lay ...	63	14	14	63	1,327	554	1,881	31	1,021	341	...	...	33	2	88	19	200	2,795	6,329	9,324	2,844	6,090	390	32	306	213	49·21
		Total ...	412	60	42	430	6,882	554	7,436	51	1,609	341	...	...	33	2	124	19	500	2,957	8,080	11,537	3,467	7,380	690	379	5,273	213	11·86
Irrawaddy.	Bassein	Monastic ...	316	96	76	336	6,218	...	6,218	33	996	...	...	...	13	...	73	...	...	2,276	3,383	5,659	1,367	4,092	200	303	5,223	...	9·82
		Lay ...	36	20	7	49	1,212	476	1,688	27	821	340	...	...	22	1	55	12	...	2,389	3,466	5,855	1,812	4,043	...	22	391	136	55·10
		Total ...	352	116	83	385	7,430	476	7,906	60	1,817	340	...	...	35	1	128	12	...	4,665	6,849	11,514	3,179	8,135	200	325	5,613	136	15·58
	Thôngwa	Monastic ...	380	14	19	375	8,088	...	8,088	54	1,968	...	...	...	27	...	171	...	...	4,860	956	5,816	2,786	3,030	...	321	6,120	...	14·40
		Lay ...	54	4	2	56	1,423	474	1,897	29	1,004	398	...	...	37	4	110	26	60	4,134	4,510	8,704	2,233	6,271	200	27	419	76	51·78
		Total ...	434	18	21	431	9,511	474	9,985	83	2,972	398	...	...	64	4	281	26	60	8,994	5,466	14,520	5,019	9,301	200	348	6,539	76	19·26

Statistical Summary of Indigenous Burmese Schools for the official year ending 31st March 1887—(concluded).

Division.	District.	Class of institution.	SCHOOLS UNDER INSPECTION. Number of institutions: At the beginning of the year.	Brought on the inspection list during the year.	Withdrawn from the inspection list.	At the close of the year.	Attendance: Boys.	Girls.	Total.	AIDED INSTITUTIONS. Number of schools.	Attendance: Boys.	Girls.	Number of pupils who have passed: Middle School examination: Boys.	Girls.	Upper Primary examination: Boys.	Girls.	Lower Primary examination: Boys.	Girls.	Direct expenditure from public funds: Provincial funds.	Local cess funds.	Municipal funds.	Total.	Details of amount in column No. 23: Results-grants.	Salary-grants.	Miscellaneous.	UNAIDED INSTITUTIONS. Number of schools.	Attendance: Boys.	Girls.	Percentage of aided schools to total aided and unaided schools.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
																			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.				
Irrawaddy—*concld.*	Henzada	Monastic	227	21	39	209	3,336	...	3,336	40	1,511	...	...	...	23	...	72	...	...	2,586	1,902	4,488	1,626	2,819	43	169	1,825	...	19·14
		Lay	56	5	22	39	866	423	1,289	21	704	300	...	...	29	4	84	16	...	1,200	6,307	7,507	1,965	5,390	152	18	162	123	53·85
		Total	283	26	61	248	4,202	423	4,625	61	2,215	300	...	...	52	4	156	16	...	3,786	8,209	11,995	3,591	8,209	225	187	1,967	123	24·60
	Thayetmyo	Monastic	227	8	4	231	4,889	...	4,889	78	2,285	...	...	...	2	...	15	...	...	1,368	861	2,229	999	1,080	160	153	2,604	...	33·77
		Lay	34	16	5	45	685	424	1,109	21	458	259	...	...	1	1	16	2	...	112	2,371	2,483	679	1,740	64	24	227	165	46·67
		Total	261	24	9	276	5,574	424	5,998	99	2,743	259	...	...	3	1	31	2	...	1,480	3,232	4,712	1,668	2,820	224	177	2,831	165	25·87
	Moulmein Town.	Monastic	74	1	5	70	806	...	806	14	317	...	...	...	...	...	10	...	990	...	...	990	350	640	...	56	489	...	20·00
		Lay	22	4	9	17	561	305	866	10	418	228	...	...	1	...	6	6	2,292	...	...	2,292	749	1,543	...	7	143	77	58·82
		Total	96	5	14	87	1,367	305	1,672	24	735	228	...	...	1	...	16	6	3,282	...	...	3,282	1,099	2,183	...	63	632	77	27·59
	Amherst	Monastic	394	26	236	184	2,654	...	2,654	58	1,265	..	...	...	1	...	20	...	...	630	33	663	133	360	170	126	1,389	...	31·52
		Lay	41	22	23	40	591	145	736	11	334	118	...	...	...	...	9	1	...	2,772	18	2,790	1,584	1,206	...	29	257	27	27·50
		Total	435	48	259	224	3,245	145	3,390	69	1,599	118	...	...	1	...	29	1	...	3,402	51	3,453	1,717	1,566	170	155	1,646	27	30·80
	Tavoy	Monastic	121	9	2	128	3,480	..	3,480	25	1,116	...	...	...	2	...	15	...	...	684	20	704	394	360	20	103	2,364	...	19·53
		Lay	23	15	3	35	938	525	1,463	22	811	362	...	...	32	6	59	26	...	1,190	4,614	5,804	2,174	3,450	180	13	127	163	6·86
		Total	144	24	5	163	4,418	525	4,943	47	1,927	362	...	...	34	6	74	26	...	1,874	4,634	6,508	2,498	3,810	200	116	2,491	163	28·83
	Mergui	Monastic	40	4	2	42	689	...	689	13	349	...	...	...	...	...	...	...	...	45	105	150	150	...	...	29	340	...	30·95
		Lay	15	1	6	10	182	119	301	6	161	101	...	...	3	...	18	5	...	919	1,094	2,013	342	1,566	105	4	21	18	60·00
		Total	55	5	8	52	871	119	990	19	510	101	...	...	3	...	18	5	...	964	1,199	2,163	492	1,566	105	33	361	18	36·54
	Shwegyin	Monastic	227	16	20	223	8,041	...	8,041	16	837	...	...	...	20	...	42	...	200	442	1,539	2,181	1,261	720	200	207	7,204	...	7·17
		Lay	50	6	17	39	1,394	601	1,995	20	924	387	...	...	25	6	114	28	...	4,189	3,161	7,350	3,091	3,941	318	19	470	214	51·29
		Total	277	22	37	262	9,435	601	10,036	36	1,761	387	...	...	45	6	156	28	200	4,631	4,700	9,531	4,352	4,661	518	226	7,674	214	13·74
	Toungoo	Monastic	176	42	63	155	2,285	7	2,292	17	572	7	...	...	15	...	16	1	..	1,148	568	1,716	452	1,264	...	138	1,713	...	10·97
		Lay	15	3	6	12	349	163	512	6	298	113	...	...	11	3	25	1	100	...	3,645	3,745	810	2,635	300	6	51	50	50·00
		Total	191	45	69	167	2,634	170	2,804	23	870	120	...	...	26	3	41	2	100	1,148	4,213	5,461	1,262	3,899	300	144	1,764	50	13·77
	Salween	Monastic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Lay	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	For 1886-87	Monastic	3,975	417	645	3,747	67,714	54	67,768	581	17,668	54	...	...	145	...	651	1	1,890	26,913	14,692	43,495	15,058	26,214	2,223	3,166	50,026	...	15·51
		Lay	681	200	205	676	16,229	7,393	23,622	360	12,198	5,263	...	...	325	35	1,065	231	3,432	43,288	54,947	1,01,667	35,393	65,270	3,004	316	4,031	2,130	53·25
		Total	4,656	617	850	4,423	83,943	7,447	91,390	941	29,866	5,317	...	...	470	35	1,716	232	5,322	70,201	69,639	1,45,162	50,451	89,484	5,227	3,482	54,057	2,130	21·28
	For 1885-86	...	4,523	133	...	4,656	125,498	9,606	135,104	1,052	46,264	6,612	...	...	352	18	1,468	171	3,923	64,038	78,668	1,46,649	68,241	75,049	3,359	3,574	79,234	2,994	23·24
	In 1886-87	Increase	133	484	850	...	...	...	...	...	...	...	...	...	118	17	248	61	1,399	6,163	...	...	...	14,435	1,868	...	...	...	...
		Decrease	...	...	...	233	41,555	2,159	43,714	141	16,378	1,295	...	...	...	...	...	...	...	...	9,049	1,487	17,790	...	...	92	25,177	864	...

Statistical Summary of Indigenous Karen Schools for

Division.	District.	Class of institution.	SCHOOLS UNDER INSPECTION.							AIDED	
			NUMBER OF INSTITUTIONS.				ATTENDANCE.			ATTENDANCE.	
			At the beginning of the year.	Brought on the inspection list during the year.	Withdrawn from the inspection list.	At the close of the year.	Boys.	Girls.	Total.	Number of schools.	Boys.	Girls.
1	2	3	4	5	6	7	8	9	10	11	12	13
PEGU.	Hanthawaddy	Monastic	10	2	...	12	79	...	79	...	...	...
		Lay	23	6	2	27	497	210	707	14	347	158
		Total ...	33	8	2	39	576	210	786	14	347	158
	Pegu	Monastic	16	...	5	11	127	...	127	...	...	...
		Lay	29	1	8	22	417	267	684	18	364	225
		Total ...	45	1	13	33	544	267	811	18	364	225
	Tharrawaddy	Monastic	8	...	1	7	87	...	87	2	44	...
		Lay	18	4	3	19	407	117	524	14	356	108
		Total ...	26	4	4	26	494	117	611	16	400	108
IRRAWADDY.	Bassein ...	Monastic	24	2	...	26	275	...	275	...	...	...
		Lay	78	13	12	79	1,556	978	2,534	49	1,060	673
		Total ...	102	15	12	105	1,831	978	2,809	49	1,060	673
	Thôngwa	Monastic	28	...	3	25	196	...	196	1	33	...
		Lay	49	10	6	53	825	449	1,274	30	585	329
		Total ...	77	10	9	78	1,021	449	1,470	31	618	329
	Henzada	Monastic	7	...	3	4	41	...	41	...	...	...
		Lay	19	2	1	20	426	142	568	12	327	100
		Total ...	26	2	4	24	467	142	609	12	327	100
TENASSERIM.	Amherst	Monastic	...	80	...	80	976	...	976	14	342	...
		Lay	...	22	...	22	275	145	420	14	212	107
		Total ...	...	102	...	102	1,251	145	1,396	28	554	107
	Tavoy	Monastic	...	...	...	...	...	...	...	...	...	...
		Lay	...	7	...	7	47	27	74	2	22	11
		Total ...	...	7	...	7	47	27	74	2	22	11
	Mergui	Monastic	...	1	...	1	7	...	7	...	...	...
		Lay	...	10	...	10	86	38	124	3	37	18
		Total ...	...	11	...	11	93	38	131	3	37	18
	Shwegyin	Monastic	...	...	...	...	...	...	...	...	...	...
		Lay	14	6	10	10	88	47	135	4	43	30
		Total ...	14	6	10	10	88	47	135	4	43	30
	Toungoo	Monastic	...	...	...	...	...	...	...	...	...	...
		Lay	102	19	59	62	850	538	1,388	19	377	251
		Total ...	102	19	59	62	850	538	1,388	19	377	251
	For 1886-87	Monastic	93	85	19	160	1,788	...	1,788	17	419	...
		Lay	332	100	101	331	5,474	2,958	8,432	179	3,730	2,005
		Total ...	425	185	113	497	7,262	2,958	10,220	196	4,149	2,005
	For 1885-86 ...	.....	382	43	...	425	7,520	3,196	10,716	186	4,798	2,159
	In 1886-87	Increase	43	142	113	72	...	...	...	10	...	...
		Decrease	...	...	...	...	258	238	496	...	649	154

the official year ending 31st March 1887.

INSTITUTIONS.													UNAIDED INSTITUTIONS.				
NUMBER OF PUPILS WHO HAVE PASSED.						DIRECT EXPENDITURE FROM PUBLIC FUNDS.								ATTENDANCE.			
Middle School examination.		*Upper Primary examination.*		*Lower Primary examination.*						*Details of amount in column No. 23.*							
Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Provincial funds.	Local cess funds.	Municipal funds.	Total.	Results-grants.	Salary-grants.	Miscellaneous.	Number of schools.	Boys.	Girls.	Percentage of aided schools to total aided and unaided schools.	Remarks.
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.					
...	...	...	...	...	...	...	...	...	...	...	...	...	12	70	...	...	
...	...	14	2	34	8	...	4,152	...	4,152	1,062	3,090	...	13	150	52	51·85	
...	...	14	2	34	8	...	4,152	...	4,152	1,062	3,090	...	25	220	52	35·90	
...	...	...	...	...	...	...	...	...	...	...	...	...	11	127	...	...	
...	...	8	1	34	12	...	2,524	...	2,524	1,362	1,162	...	4	53	42	81·82	
...	...	8	1	34	12	...	2,524	...	2,524	1,362	1,162	...	15	180	42	54·55	
...	...	...	...	...	...	...	15	...	15	15	...	...	5	43	...	28·57	
...	...	6	...	43	5	...	2,095	...	2,095	1,087	1,008	...	5	51	9	73·68	
...	...	6	...	43	5	...	2,110	...	2,110	1,102	1,008	...	10	94	9	61·54	
...	...	...	...	...	...	...	...	...	...	...	...	...	26	275	...	...	
...	...	17	9	108	37	...	8,507	...	8,507	3,937	4,570	...	30	496	305	62·09	
...	...	17	9	108	37	...	8,507	...	8,507	3,937	4,570	...	56	771	305	46·67	
...	...	...	...	4	...	...	42	...	42	42	...	...	24	163	...	4·00	
...	...	5	6	68	31	...	2,768	...	2,768	1,648	1,120	...	23	240	120	56·60	
...	...	5	6	72	31	...	2,810	...	2,810	1,690	1,120	...	47	403	120	39·74	
...	...	...	...	...	...	...	...	...	...	...	...	...	4	41	...	...	
...	...	12	1	16	...	...	1,571	...	1,571	995	576	...	8	99	42	60·00	
...	...	12	1	16	...	...	1,571	...	1,571	995	576	...	12	140	42	50·00	
...	...	1	...	2	...	...	60	351	411	196	215	...	66	634	...	17·50	
...	...	...	...	5	1	...	238	30	268	268	...	...	8	63	38	63·64	
...	...	1	...	7	1	...	298	381	679	464	215	...	74	697	38	27·45	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	38	...	38	38	...	...	5	255	16	28·57	
...	...	...	...	...	...	...	38	...	38	38	...	...	5	255	16	28·57	
...	...	...	...	...	...	...	...	...	...	...	...	...	1	7	...	...	
...	...	...	...	...	...	...	110	...	110	54	56	...	7	49	25	30·00	
...	...	...	...	...	...	...	110	...	110	54	56	...	8	56	25	27·28	
...	...	...	...	...	...	...	125	...	125	53	72	...	6	45	17	40·00	
...	...	...	...	...	...	...	125	...	125	53	72	...	6	45	17	40·00	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	9	...	...	2,134	...	2,134	399	1,735	...	43	473	287	39·65	
...	...	...	...	9	...	...	2,134	...	2,134	399	1,735	...	43	473	287	39·65	
...	...	1	...	6	...	...	117	351	468	253	215	...	149	1,369	...	10·24	
...	...	62	19	317	94	...	24,262	30	24,292	10,903	13,389	...	152	1,974	953	54·08	
...	...	63	19	323	94	...	24,379	381	24,760	11,156	13,604	...	301	3,343	953	39·44	
...	...	70	12	356	101	...	21,378	1,139	22,517	13 351	9,166	...	239	2,722	1,037	43 76	
...	...	...	7	...	...	...	3,001	...	2,243	...	4,488	...	62	621	...	...	
...	...	7	...	38	7	...	...	758	...	2,195	...	...	...	...	84	...	

The causes of the fluctuation in the number of schools and scholars and in the expenditure on results-grants have been already explained, but this summary is interesting in other ways and justifies some further remarks here.

Proportion of successful schools.

52. It will be seen that it is still only in a comparatively small minority of the schools that any results-grants at all are earned. Less than a fourth of the schools examined have been found able to present pupils qualified to pass even by the lowest standards.

The percentage on the total is slightly lower than last year, though the net outturn is larger.

As observed in previous reports these figures illustrate the extent of the work which has still to be done in the improvement of the indigenous school machinery.

Relative position of monastic and lay schools.

53. Another noticeable feature of these statistics is the indication which they give of the relative position taken by lay and monastic schools.

It is well known that the lay schools, though comparatively few in number and for the most part to be found only in the larger centres of population, have always had the advantage of monastic schools in being open to girls as well as boys and in being less necessarily hampered by rule, and the statistics here given confirm the uniform reports of inspecting officers that the lay schools are more and more taking the lead in primary vernacular education.

It is of course in the towns that this tendency is most marked, and it is worth while to draw attention to the figures for certain towns in the above summary.

In the town of Rangoon, for example, the monastic schools, numbering 171, contain only 1,244 pupils, while 55 lay schools have an attendance of 2,841. Thus, while the monastic schools are more than three times as numerous as the lay schools, the latter have more than double the attendance of the former.

In Moulmein the position is similar. The monastic schools number 70, the lay schools only 17, yet the attendance in monasteries is 806 as against 866 in the lay schools.

These are the only towns shown separately in the above summary, but other circles may be cited where similar indications are given. Thus in the circle of Akyab town and district the attendance in the 25 lay schools is very nearly one-half of that recorded in 244 monastic schools.

In Sandoway the figures are more remarkable. Here, whereas 39 monastic schools contain only 347 pupils, nine lay schools have a total attendance of 425 pupils.

Comparison of results in monastic and lay schools.

54. It will be further observed that, as a general rule, the results of examination are also better in the comparatively small number of lay schools than in the monastic schools.

With the single exception of the Amherst district (where the results are uniformly poor), the percentage of lay schools successful in earning grants is in every locality much higher than that of successful monastic schools.

In Rangoon the 55 lay schools have gained 47 full passes by the upper primary standard and 158 by the lower primary as against 9 and 18 respectively gained in the 171 monastic schools.

In Moulmein the outturn has been very poor in both classes of schools, and the monasteries are slightly the better of the two.

But in Akyab the proportions are similar to those in Rangoon. The 244 monastic schools score only 7 and 27 full passes in the two primary school standards as compared with 16 and 90 obtained in the 25 lay schools.

In Sandoway only one lower primary full pass was gained in the 39 monastic schools against 31 gained in the nine lay schools.

A further examination of the figures will show that the proportions observed in these instances are maintained to a greater or less extent throughout the province, that is, that everywhere the average lay school is better attended and more successful than the average monastic school, and this notwithstanding the fact that in all monasteries free tuition is given, while in lay schools it is usual in many places, and is becoming a general custom, to charge monthly tui-

tion fees. It seems clear therefore that the greater popularity of the lay schools is mainly due to the better educational results which they give.

Distribution of certificated teachers.

55. It must be observed here that the number of lay schools which enjoy the services of trained assistant masters, and whose success is largely due to their efforts, is much greater than the number of monastic schools thus aided.

Of 214 certificated teachers employed as paid assistants in indigenous schools 142 are attached to lay schools and only 72 to monastic schools.

This disproportion is due to no exceptional favour shown to one class of schools as such, but to the fact that the managers of lay schools have been more forward than the monks to seek aid in this form, and that in the selection of schools for such aid preference is necessarily given to those in which there is the best promise of the help being utilized to the advantage of the locality.

There are, it must be added, conspicuous examples of successful monastic schools under able monastic teachers in all parts of the province, as will be seen in the notices given of prominent schools in subsequent paragraphs of this report. Such schools hold their own in popularity and efficiency with any school under lay management and receive every possible encouragement, but their number is limited, and in regarding the comparatively small success of the majority of monastic schools, it must not be forgotten that in a very large proportion of these cases the institution is, and always will be, a monastery first and a school afterwards, while in numerous other cases the school-work of the institution occupies no part of the serious attention of the managers.

In such cases while the outturn at examination is necessarily small, the attendance is likely also to diminish in favour of neighbouring schools more efficiently managed and devoted primarily to educational work.

Working of the departmental system of aid to indigenous schools.

56. Among aided schools the best results are naturally shown in those which have the advantage of the services of trained teachers, and the success and popularity of the schools to which they are attached point to this system of influencing and strengthening the indigenous machinery as by far the most efficacious that has been tried and the best worth active prosecution.

Reduction of expenditure.

57. The measures reported last year for the reduction of expenditure on results-grants have had the desired effect without in any way checking educational progress, but the difficulty of meeting the demand for salary-grants to certificated teachers has seriously threatened the progress of the work of improving the indigenous schools.

In September last the Chief Commissioner drew my attention to this subject and directed the institution of detailed enquiries regarding the number of certificated teachers for whom paid employment could not be found, the yearly outturn of the normal schools, and the prospects of trained teachers.

A report on the subject has lately been submitted to Government, and it is hoped that means will be found, by economy of funds and by some changes of system, to extend much further than at present this most useful branch of the work of the department.

Enquiry has shown that while the demand for the services of trained assistant masters in indigenous schools has in no way diminished, there are at present 73 certificated teachers awaiting such employment who cannot be entertained because neither municipal nor district cess funds can afford additional outlay in this direction. The efforts hitherto made to induce certificated teachers to open independent schools have met with little success, and the Senior Inspector is doubtless right in assigning as one deterrent cause the unduly liberal aid given in some localities to selected indigenous schools, such schools being rendered independent of fee income and their influence hindering the establishment of independent schools in which fees are charged.

No material change of system has been made during the year under review, but it is probable that the earnings of schools in the form of results-grants will be still further curtailed in future in view of the necessity of strictly limiting awards in each district to the extent of the budget provision.

58. I proceed to review separately the state of primary education in each division.

General Review of Primary Education in the Arakan Division.

Anglo-Vernacular schools.

59. The principal Anglo-Vernacular primary schools are the primary departments of the Municipal schools at Akyab, Kyaukpyu, Ramree, and Sandoway.

The Akyab school has as usual done well, passing fully seven pupils from the upper primary and 12 from the lower primary school.

The outturn of the Sandoway Municipal school is fair though smaller than last year, being five in the upper division and nine in the lower; that of the Kyaukpyu school is small for a school of its grade and contrasts unfavourably with the results obtained at the comparatively new school at Ramree, the latter school passing fully a total of 16 candidates against eight passed from the Kyaukpyu school.

Indigenous schools.

60. *Akyab Town and District.*—The number of schools under inspection has fallen from 276 to 269, but the general results of examination have been good, fully passed pupils having increased by 64, or 66 per cent.

Twenty-two certificated teachers are employed in the circle.

This is a district containing a large number of indigenous Mahomedan schools, which are at present unaffected by our educational system. The Officiating Junior Inspector, Mr. Adams, under instruction from this office, made special enquiries on the subject and took pains to consult many of the managers of these schools. If the proposed appointment of a Mahomedan Deputy Inspector is sanctioned, a large number of these schools will probably come under inspection.

61. *Kyaukpyu and Sandoway Districts.*—An increase is shown in both districts in the number of schools under inspection, and in the Kyaukpyu district a decided advance in the schools, the number of fully passed pupils having risen from 9 to 27. In Sandoway the schools have been less successful than last year.

The Deputy Inspector of Schools, Maung Tun Hla, is reported to be careful and energetic, but at the same time to have hurried his inspections too much and spent too much time at headquarters.

62. *Northern Arakan District.*—The single boys' school at Paletwa, conducted at Government expense, is the only school under inspection in this district.

An attempt was made during the year, at the suggestion of the Commissioner, to establish classes for elementary instruction at several police stations in the district, but the plan has been abandoned as unsuccessful.

The best way of popularizing education in this district seems to be the maintenance and improvement of the central school at Paletwa.

General Review of Primary Education in the Pegu Division.

Anglo-Vernacular schools.

63. Under this head are included all the leading schools of Rangoon, the Municipal schools of Prome, Paungdè, Shwegyin, and Pegu, besides other small Municipal and aided institutions.

Of 22 schools in Rangoon nine show an advance and 13 a falling off in results as estimated by the total number of fully passed pupils. By far the greatest advance is in St. John's College, which passed 33 boys from the upper primary and 43 from the lower primary school against 27 and 20 last year. St. Anthony's Tamil school comes next with a total of 26 passes compared with five last year. St. Paul's school has done well in the upper division, passing 15 compared with 9 last year, but in the lower division only 9 have been successful compared with 27 in the preceding year.

Some advance in results is shown by the Municipal primary school, the Kemmendine girls' school, the Convent, and a few others. St. Barnabas' school has improved in the upper primary school, but has only passed one candidate from the lower school as against 11 last year.

The Methodist Episcopal school has done well in passing eight pupils from the upper primary school, but has failed in the lower department. St. Mary's has fallen off in both departments.

The outturn of the American Mission school for Europeans in Dalhousie street continues to be very disappointing, two pupils only being found qualified to pass fully by the lower primary standard.

Of schools outside Rangoon the Paungdè school has done conspicuously well, passing 11 pupils by the upper primary standard and 19 by the lower. The Prome school is second with 7 full passes in the upper and 18 in the lower division, a considerable advance on last year.

The Shwedaung school has progressed, but the outturn is very small, so is that of the aided schools in Prome. The Municipal school at Pegu has fallen off greatly in both sections.

Indigenous schools.

64. In three districts out of the five included in the Pegu division, namely, Hanthawaddy, Pegu, and Tharrawaddy, a decrease is shown in the number of indigenous schools in the inspection list. Nevertheless in every district, except Tharrawaddy, there is an increase in the number of pupils successful at examination, and in Rangoon and Prome there is a net increase also in the number of schools under inspection.

The general advance of Vernacular primary education during the year in this division is decided notwithstanding a considerably reduced expenditure on results-grants.

65. *Rangoon Town.*—There is a net increase of 10 schools under inspection, and the number of fully passed pupils is slightly larger than last year, although expenditure on results-grants has been reduced to 32 per cent. As shown above, by far the greater portion of the work of Vernacular education is carried on in the lay schools.

Twenty certificated teachers are employed by the Municipality in indigenous schools and the schools are working well. Among the most successful schools in the past year may be mentioned those of Maung Tha U in Lanmadaw, Maung Shwe Tu and U Thila Wuntha in Pazundaung, Maung E in Kemmendine, and Maung Po Kyaw in Crisp street.

The Deputy Inspector, Maung Shwe Kyu, who has been in charge of Rangoon for some years, has been appointed to the Secretariat as a Translator. His place has been taken by Maung Maung, who has earned his promotion.

66. *Hanthawaddy District.*—A considerable number of schools were closed during the year, but new schools were opened, and the total number is reduced by six only. Twenty-seven more pupils fully passed by the provincial standards than last year.

Of this district it is reported, as elsewhere, that monastic schools are not keeping pace with the times as educational institutions, while lay schools are steadily improving.

Three certificated teachers have opened independent schools in the district.

Among the most successful schools have been those of Maung Shwe Wa at Tunte, Maung Shwe Pyu at Pyawbwè, and U Pandi at Kwema.

67. *Pegu District.*—A decrease of 24 schools under inspection is attributed partly to death and removal of managers, but mainly to the disturbed state of the country. Notwithstanding this reduction the number of successful pupils has largely increased.

The progress of this district has been very marked in the last three years and the success is fairly shared between monastic and lay schools. The three independent schools established in 1885 under the Salary-grant Scheme have been very successful, and have responded to the exceptionally liberal aid extended to them. The cost of the schools has, however, neutralized in this district the effect of the reduction in the scale of results-grants, and the expenditure under this head has again risen.

Among successful schools are conspicuous three monastic schools under exceptionally able managers, namely, those of U Kundinnya at Pegu, U Teza at Hlègu, and U Thagara at Dabein.

At the last-named school the good example set elsewhere has been followed by the establishment of a girls' school as an adjunct to the monastery.

The work of inspection has been well done by Maung Maung, now promoted to Rangoon, and his successor, Maung Môn is reported to have made a good beginning.

68. *Tharrawaddy District.*—There has been an unusual fluctuation in the number of schools in operation in this district, and it is reported that education has been much impeded by the disturbed state of the country. There is a net reduction of 12 schools under inspection and a reduction of 39 per cent. in the outturn of successful pupils.

Of the earnings in the form of results-grants the larger share was gained by lay schools. The best schools are those of Maung Po U, Zigôn, Maung Paw Tun at Letpadan, and Maung Tha Nyun at Thônzè.

69. *Prome District.*—In this district decided progress is apparent. The number of schools under inspection has increased by 17, and the number of successful pupils has increased 14 per cent.

The comparatively stationary character of monastic schools and the increasing efficiency of lay schools continues to be a noticeable feature of the reports from this district, which affords a fair illustration of the remarks on this subject which have been made above.

Two schools conducted by certificated teachers have been specially successful, namely, those of Maung Aung Dôk at Padigôn and Maung Myat Tun at Inma-Kadôk.

General Review of Primary Education in the Irrawaddy Division.

Anglo-Vernacular schools.

70. In Anglo-Vernacular primary schools a very general falling off has again to be reported, improvement being shown in a few cases only.

In the case of the Municipal high school at Bassein, the Sgau-Karen Institute at the same place, the Municipal schools of Myanaung, Pantanaw, Ngathainggyaung, and Danubyu, the S. P. G. school at Thayetmyo, and the Karen school at Ma-ubin, the outturn of both sections of the primary school is below that of last year. Some improvement is shown in St. Peter's boys' school at Bassein and in the Municipal schools at Kyangin and Allanmyo; but, on the whole, the results of the year's work in these schools are disappointing and in marked contrast to those obtained in indigenous Vernacular schools.

Indigenous schools.

71. *Bassein District.*—This is one of the districts in which the number of schools has increased, the increase, 33, being the largest that has occurred anywhere.

The outturn of successful pupils is slightly larger than last year.

The advance is reported to be almost wholly due to the work of certificated assistant masters.

The Inspector reports that independent enterprise in the town of Bassein is hindered at present by undue liberality shown to a few selected schools.

72. *Thôngwa District.*—The number of schools is less by three than last year, but the general outturn of the schools is in excess of that in any other district in the circle. The Inspector considers that the test has been unduly lax in this instance, and serious complaints have been made regarding the work of the Deputy Inspector. There is evidence, however, that the district has progressed well, and among successful schools the lead is taken by four excellent monastic schools, namely, those of—

U Patalu at Danubyu;
U Kothala at Maletto;
U Thathana at Shangwin;
U Wimala at Akyaw.

73. *Henzada District.*—The number of schools in this district has decreased by 35, yet the number of successful pupils has increased in inverse proportion.

The best schools are said to be conducted by laymen, but three monastic schools are specially noticed for their successful work without the aid of certificated assistants, namely, those of U Withodda of Chaukywa, U Kundinnya of Henzada, and U Yughaidaya of Petyèywa.

74. *Thayetmyo District.*—The managers of monastic schools continue to be less forward here than elsewhere to co-operate with the department in educational

work. Nevertheless good work has been done in this district, where 15 schools are added to the list, and the results of examination are better than last year by 32 per cent.

General Review of Primary Education in the Tenasserim Division.

Anglo-Vernacular schools.

75. Although there is no marked progress to be recorded, the results of examination in the majority of these schools have been on the whole satisfactory.

Of the large aided schools in Moulmein the lead is taken by St. Patrick's boys' school, the Morton Lane school, the Convent, and the American Mission boys' school. The Practising school attached to the Government normal school has also done well.

The Tavoy Municipal school has progressed and done well in both departments.

The Mergui school has progressed in the upper division. The Shwegyin school has also done well in the same division.

The Toungoo Municipal school has been successful in both sections. Among aided schools in Toungoo St. Luke's (S. P. G.) school has done well as usual, and the Bghai-Karen school has progressed in both departments.

Indigenous schools.

76. *Moulmein Town and Amherst Districts.*—The decrease shown in the number of schools under inspection is due principally to re-classification, 51 Karen schools having been transferred to the charge of the newly appointed Karen Deputy Inspector, and 42 others under Talaing managers being transferred to the list of private schools. The results of examination have been very poor in the town of Moulmein, but some progress is shown in the district.

The failure in the town is, I believe, rightly attributed to the disturbance of work in indigenous schools caused by certain special religious ceremonies. Both town and district require the services of many more trained teachers, and there is a prospect of their being shortly supplied in view of savings to be effected by the closing of Government primary schools.

77. *Tavoy and Mergui Districts.*—There is an increase in both districts in the number of schools under inspection, and the outturn of schools in both districts is greater than last year. The educational standard is still comparatively low in this circle, but the progress of the year is satisfactory.

The following schools deserve special notice:—

in Tavoy, U Kethara's and U Wayyama's monastic schools, and Maung Bya's lay school;

in Mergui, schools under Maung Shwe O, Maung Mè, and Maung Pyo Kin, the two latter being situated at Palaw and Tenasserim.

78. *Shwegyin District.*—A small decrease in the number of schools in this district is more than balanced by a considerable increase in the number of fully passed pupils.

The Municipal Committee of Shwegyin have determined to discontinue the offer of money-grants to monastic schools, limiting the aid in such cases to the services of certificated teachers and such aid as does not involve direct money payment.

79. *Toungoo District.*—Good progress is reported from this district notwithstanding a reduction in the total number of schools.

The Inspector continues, I think with justice, to call attention to the need of an additional Deputy Inspector for the Karen schools of this district, the present charge of Burmese and Karen schools scattered over a mountainous country being too heavy for a single officer.

SECTION V.

School Education (Special).

80. Under this head have to be noticed training schools for teachers, industrial schools, and all schools or classes for instruction in special subjects.

In accordance with the orders of the local Government the opportunity offered by the revision of the Grant-in-aid Rules has been taken to introduce plans for the special encouragement of technical education in schools under private management as well as in Municipal schools.

A special chapter has been added to the ordinary Grant-in-aid Rules containing the offer of liberal aid from public funds to private schools or departments of schools for technical instruction, and providing for the examination of students in such schools under standards prescribed by the Educational Syndicate.

Aid is offered in the form of salary-grants for teachers; special grants for tools and apparatus; results-grants for success at examinations; and special scholarships to successful students.

A wide range of subjects is included in the list of arts and industries, instruction in which is thus encouraged, and power is taken by the local Government to add to the list from time to time.

The rules, which will be found in the appendix, came into force on the 1st April of the current year, and their working will form the subject of future report.

Normal schools.

81. The number of normal or training schools for teachers maintained by the department is the same as last year, namely, three for masters and two for mistresses.

The number of mistresses under training is the same as last year, 25. The number of masters under training has fallen from 167 to 92.

This reduction is due at Rangoon to the enforcement of the middle school standard as the entrance test (20 candidates for admission having been thus excluded), and at Akyab and Moulmein to the necessity of limiting admissions in view of the difficulty of providing certificated teachers with paid employment.

82. The total number of certificates awarded to students of the normal schools during the year was 43 as compared with 84 in the preceding year. This large decrease in the outturn of the schools is due to the circumstance that the Middle School examination, which applies the test prescribed for a certificate was not held by the Educational Syndicate in the course of the past year; the work of the year in these schools was therefore not submitted to the usual test, and the only certificates gained were those awarded at a special examination in school-management held in September last, to which were admitted only such candidates as had already passed the Middle School examination.

83. The question of the continued maintenance of the normal schools for masters in view not of the want of districts, but of their financial position, is now under consideration of Government.

84. The work done by the students of these schools is unquestionably excellent, and a large portion of the funds available for education could not be better spent than in the extension of the plan of attaching trained teachers to indigenous schools or enabling such teachers to establish independent schools.

Capitation-grants for teacher's certificate.

85. The plan of offering capitation-grants of Rs. 100 and Rs. 200 for students of private schools obtaining teachers' certificates of the Lower or Higher standard has continued to work well.

A total sum of Rs. 4,100 was thus expended in the past year and 41 students privately trained obtained teachers' certificates under this system. Of these 21 were presented from indigenous schools.

Revised rules for teachers' certificates.

86. The year under report has seen the introduction of the revised rules for the award of certificates to teachers and pupil-teachers.

The working of normal schools was not affected by the change, because no change was made in the standard qualifying a normal student for employment.

For the superior grades of teachers' certificates introduced by the rules one candidate only was presented and passed.

Pupil-teachers' certificates.

87. That part of the rules under which certificates are offered to qualified pupil-teachers gives every promise of successful working. At the examination for Anglo-Vernacular pupil-

teachers' certificates held by the Syndicate 27 candidates were presented, of whom 15 gained certificates, and the reports of local examinations for Vernacular pupil-teachers' certificates held by Inspectors of Schools at district headquarters have been very interesting.

Examinations were held in the course of the year in accordance with the rules in every district excepting Kyaukpyu, Amherst, and Mergui, where no candidates were presented.

One hundred and seventy-eight candidates were presented (all from indigenous schools), of whom 94 gained certificates as pupil-teachers.

The examinations were also useful in testing the judgment of the Deputy Inspectors concerned and in exciting general local interest.

The grants offered for the employment of certificated pupil-teachers are very small, but in this system there seems to be the means of forming at very small expense a valuable reserve of qualified teachers outside the normal schools.

It is of great importance that the system should have the active support of Municipal and other local Boards, and that in no case should paid employment be given to uncertificated pupil-teachers where holders of certificates are available.

Industrial schools.

88. The only schools at present coming under this head are the Engineer apprentice school at Insein conducted in connection with the State Railway and the Industrial school established by Mr. Simeon at Akyab in connection with the Municipal high school.

The Insein school, with 58 students, continues under the care of the Locomotive Superintendent, Mr. Thomas, to give a valuable practical training to European and Native apprentices.

The industrial school at Akyab, attended by 96 students and in which practical instruction is given in printing and book-binding, carpentry, electroplating, clock-making, and other industries, does much credit to Mr. Simeon's energy and ability, and well deserves the active encouragement which, it is hoped, it will now obtain under the Grant-in-aid Rules.

Mr. Simeon shows that the earnings of pupils from their work amounted to Rs. 1,071, and that there is every promise of success in nearly every branch of industry which has been taken up.

The school has, however, been hitherto worked at a pecuniary loss to the Head Master, who has been entirely without aid from public funds.

Itinerant science classes.

89. The plan of employing an itinerant lecturer in physical science, noticed in the last report, was practically commenced in July 1886.

The lectures are conducted by the Assistant Science Lecturer of the Rangoon College and are given at stated intervals at the Municipal middle school and at three of the principal aided schools in Rangoon, namely, St. John's College, St. Paul's school, and the Karen high school.

The course of lectures prescribed will be found in the appendix, but the lectures have been interrupted by the ill-health of the lecturer, and it is too early at present to report on the success of the experiment.

The number of students who attend the lectures is reported to be as follows:—

	Number of pupils.
Municipal School, Rangoon	... 26
St. John's College, S. P. G., Rangoon	... 15
St. Paul's (R. C. M.) School, Rangoon	... 12
A. B. M. Sgau-Karen School, Rangoon	... 20
Total	... 73

Survey schools.

90. Special schools for the teaching of land-surveying are maintained at Rangoon, Akyab, Moulmein, Bassein, Pegu, Tharrawaddy, Toungoo, and Sandoway. All except the school at Toungoo are maintained by Government. The Toungoo school is maintained by the Toungoo Municipality.

These schools are not under departmental inspection, but the Superintendents submit periodical returns to this office.

The returns for the past year show a total of 173 students in attendance and the reports of the Educational Syndicate show that 41 students have passed the provincial standards in the subject of surveying, a considerable advance on the preceding year, when only 17 students were successful.

The most successful schools are those at Pegu and Akyab, passing respectively 16 and six students.

Medical and engineering scholarships.

91. It will be proper to notice here the working of the system of special scholarships tenable at Calcutta and Madras for the training of natives of the province for the Medical and Public Works Departments.

The number of scholarship-holders in the past year was 28, distributed as follows :—

Calcutta Engineering College	4
Calcutta Medical College	7
Madras Auxiliary Medical School	11
Attending hospitals in the province for the pre-collegiate course ...	6
Total ...	28

Medical scholars.

92. In the course of the year one scholar qualified for a college certificate and having returned to the province has been appointed Assistant Surgeon. The remainder are, with one exception, reported to be making satisfactory progress.

From the Madras Auxiliary Medical School five scholars have since the close of the year been declared qualified for the grade of Hospital Assistant.

The Principal of the Calcutta Medical College has uniformly reported favourably of the general conduct and diligence of Burmese students, but has apparently found them hitherto less apt to acquire a knowledge of medicine than students of some other races.

In view of the progress of university education in the province it may be hoped that fully qualified candidates will be found for these scholarships in future. The foundation of a local medical school, which has been already suggested by the Government of India, would probably be now found feasible if the necessary funds were available.

Engineering scholars.

93. Of the scholars under training for the Public Works Department several have been incapacitated by illness, one failed to pass the prescribed examination within the term of his scholarship, the remainder are working well and successfully.

Medical education of women.

94. A practical beginning has been made in the past year in the work of training nurses and midwives under the auspices of the local Committee of the Countess of Dufferin's Fund.

The Committee have obtained substantial aid from the local Government and from the Rangoon Municipality, and have opened a lying-in hospital in Rangoon under an experienced lady, a Doctor of Medicine, who receives pupils for training as nurses and midwives.

The institution was only opened at the close of the year under report and it is not possible to say more here than that the experiment gives good promise of success. It is hoped that, working in harmony with the Government provincial scheme of technical education, this institution will prove of great value to the province.

SECTION VI.

Female Education.

95. The returns for the past year show a net increase of 15 schools attended by girls, but a total decrease of 2,231 girls under instruction.

In the Senior Inspector's circle there is a loss of both schools and pupils ; in the Junior Inspector's circle the number of schools has increased, while the attendance has decreased.

The loss in the number of schools is confined to indigenous institutions and has resulted from causes which have been noticed above. For the diminished attendance in the Junior Inspector's circle, where the total attendance has fallen off in spite of an increase in the number of schools, no explanation has been given by the Inspector; but, while the schools have been influenced by the causes operating on indigenous schools generally, the inclusion of small Karen mixed schools for the first time brought under inspection has, no doubt, rendered the disproportion greater than it would otherwise appear.

Municipal and aided schools show little fluctuation, excepting that attendance at Municipal girls' schools has increased in both circles.

96. I append the usual summary showing the distribution of the schools attended by girls. It will be understood that the majority of these schools, notably the indigenous schools, receive boys as well as girls.

Statistics of Schools attended by Girls on the 31st March 1887.

Division.	District.	PUBLIC INSTITUTIONS.						TOTAL.	
		Under public management.		UNDER PRIVATE MANAGEMENT.					
				Missionary, &c.		*Indigenous.*			
		Number of schools.	Number of girls.	Number of schools.	Number of girls.	Number of schools.	Number of girls.	Number of schools.	Number of girls.
ARAKAN	Akyab ...	2	142	1	28	25	160	28	325
	Northern Arakan	...	...	...	...	...	...	...	...
	Kyaukpyu ...	1	13	...	...	29	105	30	118
	Sandoway ...	...	...	1	13	9	99	10	112
	Total ...	3	155	2	36	63	364	68	555
PEGU	Rangoon Town	2	85	14	890	55	948	71	1,923
	Hanthawaddy ...	...	...	...	...	78	791	78	791
	Pegu ...	...	...	...	...	76(*a*)	1,131	76	1,131
	Tharrawaddy ...	2	16	3	99	69(*b*)	591	74	706
	Prome ...	1	76	2	25	63	554	66	655
	Total ...	5	177	19	1,014	341	4,015	365	5,206
IRRAWADDY	Bassein ...	3	113	4	111	128	1,454	135	1,678
	Thôngwa ...	1	58	2	22	109	928	112	1,008
	Henzada ...	1	46	1	6	59	565	61	617
	Thayetmyo ...	...	...	1	40	45	424	46	464
	Total ...	5	217	8	179	341	3,366	354	3,762
TENASSERIM	Moulmein Town	1	9	7	272	17	305	25	586
	Amherst ...	4	71	...	...	62	290	66	361
	Tavoy ...	...	...	1	6	42	552	43	558
	Mergui ...	1	64	...	...	20	157	21	221
	Shwegyin ...	1	21	1	15	49	648	51	684
	Toungoo ...	...	...	7	211	75(*c*)	708	82	919
	Salween ...	...	...	...	...	...	...	...	...
	Total ...	7	165	16	504	265	2,660	288	3,329
	Total 1886-87 ...	20	714	45	1,733	1,010	10,405	1,075	12,852
	Total 1885-86 ...	20	615	40	1,666	1,000	12,802	1,060	15,083
In 1886-87 ...	Increase ...	...	99	5	67	10	...	15	...
	Decrease ...	...	...	...	...	...	2,397	...	2,281

(*a*) Including Pôngyi U Thagara's school at Dabein with 42 girls.

(*b*) Including Pôngyi U Kalyana's school at Ôkpo with five girls. (The monastic girls' school at Mengyi, returned last year, has been closed in consequence of the death of the late Pongyi U Shwe No.)

(*c*) Including Pôngyi U Gandama's school at Ôktwin with seven girls.

97. The working of girls' and mixed schools has been generally satisfactory as judged by the results of public examinations. The working of indigenous schools has been noticed in previous paragraphs, but the following statement

illustrates in one view the progress of the year in the schools of each grade, excepting lower secondary schools :—

Class of institution.	Number of girls passed							
	University Entrance examination.		Middle School examination.		Upper Primary examination.		Lower Primary examination.	
	1885-86.	1886-87.	1885-86.	1886-87.	1885-86.	1886-87.	1885-86.	1886-87.
(*a*) Public schools under public management.	...	...	12	...	...	2	19	30
(*b*) Public schools under private management—								
Missionary, &c. ...	8	4	39	...	57	68	118	83
Burmese indigenous ...	...	...	...	...	18	35	171	282
Karen indigenous ...	...	...	...	...	12	19	101	95
	8	4	51	*	87	119	404	440

* No Middle School examination was held during the year.

Municipal girls' schools.

98. In the last report the activity of Municipal Committees in promoting female education was noticed. The interest taken by the Committees in the subject has in no way diminished, but their action is in some cases open to criticism.

In this present report the Senior Inspector draws attention to a tendency on the part of these Committees "to make female education eleemosynary" and by offering the attraction of free tuition to draw away girls from mixed schools without bringing more girls under instruction.

There is some foundation for these remarks, and it is desirable that the tendency should be discouraged and that Municipal Committees should set the example of charging fees in girls' schools no less than in boys' schools.

The practice is being gradually introduced in aided schools, such as the Kemmendine girls' school, and deserves general encouragement. In the revision of the Grant-in-aid Rules care was taken to withdraw, as no longer necessary, the exceptional indulgence which had been previously allowed to girls' schools in the exemption from payment of schooling fees.

Female departments of monastic schools.

99. In the last report two monastic schools are reported to have opened female departments.

In the past year the example has been followed in one other monastic school, namely, that of U Thagara at Dabein in the Pegu district.

It may be added that a fourth school of this kind has been opened since the close of the year in the Thôngwa district.

The girls' school is in every case conducted apart from the precincts of the monastery, but is under the supervision of the Head of the institution.

There seems to be no reason why this practice should not be further extended to the great advantage of the province, especially in rural districts, but its extension is not likely to be rapid.

Employment of certificated mistresses.

100. The certificated Burmese mistresses trained in the Government normal classes at Rangoon and Moulmein continue to do good service, especially when placed under managers of experience.

Twenty-one such teachers are now at work in various districts receiving half salary-grants from Government. There is of course greater difficulty in placing such teachers than in the case of trained assistant masters, but their services are sought and appreciated by Municipal Committees and by managers of aided schools of all grades, and no more useful educational work is being done than that of the normal classes for mistresses.

SECTION VII.

Education of Special Classes.

101. Under this head are included those classes of the population for whose benefit any exceptional educational measures have been adopted.

Europeans and Eurasians, Karens and Chins, have all been made the subject of exceptional treatment in regard to education, and for Mahomedans the adoption of special measures is under consideration.

The working of the measures adopted in each case must be briefly noticed.

(a).—Europeans and Eurasians.

European stipends.

102. Under standing orders the scheme of close stipends available for pupils of European descent, which was initiated in 1882, continues in force and facilitates the education of a large number of such children who would otherwise be without school education.

Seventy stipends are awarded yearly, and the number and nature of the applications received are such as fully to justify this system of exceptional aid. The awards are made by representative Boards at Rangoon, Akyab, and Moulmein, by which all cases are carefully examined.

The reports of the work and conduct of stipend-holders are generally satisfactory, but the number fully passing the primary school standards is small for the past year, five having fully passed the upper primary standard and 10 the lower.

The apprentices employed under this scheme in dockyards and workshops have, with few exceptions, given satisfaction to their employers, and this is a most useful part of the system.

Grants-in-aid of Europeans.

103. Under the revised Grant-in-aid Rules the exceptional provision for Europeans has been retained, and for all such pupils in aided schools grants are payable at double the ordinary rates.

In the past year, of the total sum of Rs. 59,632 expended under the Grant-in-aid Rules, Rs. 13,659 were spent on account of exceptional grants for European pupils outside of and in addition to the ordinary grants earned by such pupils in common with those of other races.

Attendance of European pupils.

104. Under these regulations active encouragement is given to the education of children of European parentage. The number of European pupils at school has increased in the past year from 1,590 to 1,605.

(b).—Mahomedans.

105. Special enquiries have been made in the past year into the condition of Mahomedan schools in the Arakan division, where the Mahomedan population is largest.

The enquiries showed that there exists a large number of elementary Mahomedan schools of which the managers would welcome aid from Government such as is extended to indigenous Burmese and Karen schools throughout the province.

The report on the subject submitted to this office showed a total of 50 Mahomedan schools in Arakan with an actual attendance of 565 pupils, and formal proposals for placing these schools under a special Mahomedan Deputy Inspector of Schools are now before the Government.

The special Mahomedan primary school conducted in connection with the Municipal high school at Akyab has continued to be successfully and economically worked by Mr. Simeon, the Head Master of the high school, with an attendance of 48 Mahomedan pupils.

(c).—Karens.

106. This large and scattered section of the population continues to be treated exceptionally in educational matters. Under the Grant-in-aid Rules special privileges are allowed to Karen schools in regard to exemption from payment of schooling fees and in regard to the prescribed number of attendances.

A new and additional privilege has now been extended to Karens of the more backward tribes in the revised Grant-in-aid Rules, the rates of grant payable for such pupils having been raised 50 per cent. above ordinary rates.

For the encouragement of Karen village schools a special system of salary-grants for Karen certificated teachers is in force, and these schools are placed under the supervision of special Deputy Inspectors of Karen race.

In the Senior Inspector's circle the working of Karen schools in the past year has been on the whole satisfactory, but these schools have shared, with other indigenous institutions, the ill-effects of the disturbed state of certain districts.

In the whole circle, which includes the Pegu and Irrawaddy divisions and the northern part of Tenasserim, a reduction is shown of 44 schools under inspection and of 1,963 pupils under instruction.

In the Junior Inspector's circle, where the southern districts of Tenasserim have been for the first time placed under a Karen Deputy Inspector of Schools, a total of 120 Karen schools are under inspection with 1,601 pupils.

The outturn of the schools at the provincial Primary School examinations has varied little from that of last year. The number of Karen pupils passing the Upper Primary examination is rather greater, the number passing the Lower Primary rather less, than in the preceding year.

The Senior Inspector shows that the districts where the work of Karen schools has been most interrupted are Pegu, Henzada, Bassein, and Toungoo.

In Hanthawaddy and Tharrawaddy the number of Karen schools has increased, and the fact that the general outturn of the schools has not greatly fallen off gives evidence of good work done in existing schools.

The Karens take genuine interest in their village schools, form their own committees of visitors, enforce fines for irregular attendance, and otherwise show marked appreciation of the value of school education.

Much credit is due to the Karen Deputy Inspectors Maung Tha Dun U in Pegu, Maung Pa Ha in Toungoo, and the Officiating Deputy Inspector, Maung Pa, in Irrawaddy, for their activity in encouraging Karen village schools.

Karen teachers' certificates.

107. The system of salary-grants for Karen teachers' certificates continues to operate successfully, but the number of Karen certificated teachers at work has fallen in the past year in the Senior Inspector's circle from 170 to 148. In the Junior Inspector's circle 11 certificated teachers are now at work.

The rules under which these special certificates are awarded will come under review in the current year.

(*d*).—*Chins.*

108. The educational mission to the Chin tribes of the Henzada and Sandoway districts has been noticed in former reports.

In the past year the work in the Henzada district has been so much interrupted by local disturbances that the Superintendent, the Rev. W. F. Thomas, reports that none of the village schools could be maintained during the year, and the work was confined to the Chin department of the central Karen school at Henzada.

A total of 30 Chin pupils attended the school during a session of four months. Two Chins were employed on the staff as teachers.

The special annual grant of Rs. 400 made for this work has been conditionally renewed for the current year.

In the district of Sandoway, where precisely similar work is conducted under similar conditions, six Chin primary schools have been maintained, namely, one in the town of Sandoway and five in the district.

The total attendance in the six schools amounted to 101 pupils.

The school at Sandoway is provided with substantial buildings and is favourably reported on by the Inspector.

SECTION VIII.

Private Schools.

109. The schools classed under this head are those in which the teaching is not directed to the provincial standards of instruction. They are almost exclusively indigenous schools, which either as Mahomedan schools not under inspection, Talaing schools in which the Burmese language is not taught, or (in a few cases) monastic schools which do not invite inspection are not tested by the usual examinations held in all schools under Government inspection.

The total number of schools returned as private for the year under report is 205 compared with 208 in 1885-86.

The statistics for the past year show a considerable fluctuation in the number of private schools in the districts of Akyab and Amherst, but the fluctuation seems to be due rather to re-classification than to an actual increase or decrease in the number of schools.

SECTION IX.

Preparation and Distribution of Text-books and other Educational Literature.

Text-book Committee.

110. The preparation of text-books is the province of the Departmental Text-book Committee, which has at its disposal an Editor with a staff of assistants.

The Committee held eight meetings during the year, but at two of the meetings a quorum was not obtained.

During nearly half of the year under report the substantive Editor, Mr. Savage, was absent on other duty and on leave, Mr. W. E. Mack, of the Rangoon College staff, officiating as Editor.

111. In the past year the Editorial staff have continued the translation of Dr. Hunter's History of India from Chapter V to Chapter X inclusive, and of the History of the Alaungpra Dynasty, Chapters I to V inclusive.

The transliteration of geographical names for the wall map of the world in hemispheres, the revision of the Departmental Handbook, and other minor works were also undertaken.

The translation of Dr. Hunter's History has involved much labour, and the Committee is indebted to Professor Forchhammer for valuable help in criticism of the work and in ensuring the best rendering of the proper names.

The preparation of the Vernacular map of the world was also a work of time and labour. A sub-committee of the Text-book Committee undertook in a series of sittings in June and July last the transliteration of the names of places, and the list has been subsequently revised by another sub-committee; a special draughtsman was employed on the work, and the draft map was sent to the publishers in October. A proof was subsequently received from the publishers, and 500 copies of the map have been received since the close of the year. There is a great demand for the map, which has been well and cheaply turned out by the publishers, Messrs. Ruddiman Johnston and Co. of Edinburgh.

The following books submitted for the Committee's approval were disposed of after examination and report by the Editor, namely:—

Botany in Burmese,—by Maung Po Kyaw;
English translation of the *Lôkaniti*,—by Mr. James Gray;
Thadda Abhidhan Hnit Saung Dwe,—by Maung Po Kyaw;
Burmese *Thembôngyi*,—by Maung San Hla Aung;
Elementary Geography in Burmese,—by Maung Shwe Kya;
Hmanpyathatpôn,—by Maung Pye;
History of Hanthawaddy in Burmese,—by Maung Shwe Eik;
Introduction to the Histroy of the Alaungpra Dynasty,—by Mr. James Gray;
Burmese Grammar and Dictionary,—by Maung Po Yan;
Examination Questions in the Simple Rules of Arithmetic,—by Mr. Lonsdale;
Puttosaramedani (Management of Infants);
Vocabulary of the *Namakara* and *Lôkaniti*,—by Mr. James Gray;
Nyathingithatpôn,—by Maung Tôk Pyo;

and the following works were published under the auspices of the Committee, namely,—

	Copies.
Departmental Reader No. 1 (fourth edition)	10,000
Departmental Reader No. 2...	5,000
Four Pali Texts	3,000
Burmese translation of Miss Edith Thomson's History of England	1,000
Karen Arithmetic	300
Burmese Translation of Dr. Hunter's History of India (Part I)...	3,000

112. The following new publications were placed on the list of approved text-books :—

History of the Alaungpra Dynasty,—by Mr. James Gray.

Examination Questions in the Simple Rules of Arithmetic,—by Mr. Lonsdale.

Burmese *Thembôngyi*,—by Maung San Hla Aung.

113. The time of the Editor's establishment seems to have been fully occupied, and there is every reason to be well satisfied with the work turned out under Mr. Savage's Editorship. Mr. Mack, the Officiating Editor, also showed much capacity for the work.

Some improvement was made in the status of the Editor's establishment with the aid of a contribution from the Henzada Municipality, but the full revision of the staff which has been recommended to Government has not yet been effected.

114. The Reference Library of school text-books has, in view of the closing of the Government Book Depôt, been transferred to the Bernard Free Library, and the charge undertaken by the Educational Syndicate. This library of specimen school text-books published in England continues to be recruited by liberal contributions from English publishers, and affords to school-managers a valuable opportunity of acquainting themselves with the latest educational publications.

Government Book Depôt.

115. The report of the Curator of the Government Book Depôt has been received very late and is not so full as usual.

Closing of the depôt.

116. In pursuance of orders issued in January last the entire business of the Government Book Depôt has, since the close of the year under report, been transferred to the Mission Press at Rangoon, and while the latter part of the period covered by the Curator's report has been chiefly occupied in bringing the work of the depôt and agencies to a close, the report submitted covers the period from April 1886 to August 1887, when the depôt was finally closed.

Working of the depôt.

117. The Curator's report shows that the receipts from sales of books at the depôt and agencies in the 16 months amounted to Rs. 12,595 as compared with Rs. 13,656 in the preceding 12 months.

The actual expenditure of the depôt (including cost of establishment) during the 16 months was Rs. 15,048 against Rs. 14,671 in the previous year.

The following statement illustrates the working of the depôt during the period under report and the disposition of the stock on the closing of the depôt, namely :—

Dr. *Cr.*

	Rs. A. P.	Rs. A. P.		Rs. A. P.	Rs. A. P.
To value of stock in hand at Central Depôt and agencies on 1st April 1886	1,36,614 0 1		By value of stock sold	12,595 12 3	
,, value of stock in transit	221 6 0		,, issues on service	4,791 6 6	
			,, supplies to schools	1,423 8 11	
			,, gratuitous issues	865 9 6	
		1,36,835 6 1	,, written off to profit and loss	55 2 9	
,, selling value of stock purchased locally.	11,108 1 0				19,731 7 11
,, miscellaneous publications and law books received	2,553 2 6		,, transferred to Mission Press	30,734 0 6	
,, value of surplus books added to stock.	43 13 0		,, purchased by Mission Press at special rates.	952 8 9	
		13,705 0 6	,, Mission Press on commission sale.	2,462 14 0	
			,, transfer to Editor, Vernacular Text-books.	2,695 13 0	
			,, transfer to Government Press (miscellaneous)	26,798 0 0	
			,, transfer to Government Press (law).	56,206 11 3	
			,, sent to auction ...	9,400 11 3	
					1,29,240 10 9
			,, balance in hands of agents	.....	1,568 3 11
Total ...	.....	1,50,540 6 7	Total ..	. .	1,50,540 6 7

118. The resolution to close the Book Depôt has been adopted in pursuance of the declared policy of the Government of India and after reference to all managers of schools and to others interested in the subject in regard to the working of the partial transfer of the business of the depôt which was experimentally carried out in 1885.

Transfer of the work of the depôt to the Mission Press.

The general opinion of those concerned was that this partial transfer of the business to the Mission Press had been attended with satisfactory results; that school books and materials were obtained from the Press and through its agencies with at least as much facility as from the Government Book Depôt; and that there seemed to be no reason why the work hitherto done by the depôt should not for the future be entirely trusted to the Mission Press.

One other tender was received for the purchase of the stock of the Book Depôt, but it was considered best to accept the tender of the Mission Press and to complete the transfer already partially made under similar conditions.

An agreement was accordingly prepared by the Government Advocate under which the greater part of the stock of the Book Depôt has been purchased by the Mission Press.

The large stock of law books and other miscellaneous publications entrusted to the depôt for sale has been made over to the charge of the Superintendent of the Government Press.

A part of the stock has been entrusted to the Mission Press on commission sale under the agreement of 1885; a stock of such Vernacular books as were suitable for presentation to schools has been retained for gratuitous distribution to indigenous schools under standing rules; and, with the exception of a few books which still remain in the hands of local agents, the balance of stock (for the most part damaged by climate and insects) has been sold by auction.

The agreement with the Mission Press has been made concurrent with that of 1885. The agreement will expire on the 26th September 1889, after which date it will probably be found possible here, as in other provinces, to leave the supply and distribution of school books and materials entirely in private hands.

SECTION X.

Recommendations of the Education Commission of 1883.

119. Under standing orders I have to notice in conclusion the extent to which the specific recommendations of the Education Commission have been adopted in this province, although Burma was excluded from the prescribed area dealt with by the Commission.

As shown in the last Annual Report, the larger number of those recommendations, as far as they are applicable at all to the circumstances of Burma, have already been adopted.

In my special report on this subject, which is appended to the Annual Report for 1885-86, this statement was fully illustrated.

In the past year the only steps which have to be recorded in the direction of a further adoption of the recommendations of the Commission have been the formation of a school fund in each municipal town to which the Municipal Act is applied; the adoption of arrangements for the final closing of the Government Book Depôt; and the institution of enquiries which have led to a proposal for the early appointment of a Mahomedan Deputy Inspector of Schools.

Such of the recommendations as deal with standards of instruction and conduct of public examinations, as well as with collegiate education, await action by the Educational Syndicate, to which body the disposal of such matters has been delegated.

The consideration of other recommendations of which the adoption is very desirable is necessarily deferred in view of the present obligation rigidly to economize the funds available for education.

RANGOON:
The 10th October 1887.

P. HORDERN,
Director of Public Instruction.

APPENDICES.

APPENDIX A.

[Referred to at page 7, paragraph 25, of the Report.]

General Department Notification No. 171, dated Rangoon, the 6th April 1887.

THE following revised Educational Grant-in-aid Rules, which have been sanctioned by the Government of India, are published for general information. The rules will be in operation for five years from the 1st April 1887. All expenditure under the rules is subject to the condition that funds are available.

GRANT-IN-AID RULES, 1887.

CHAPTER I.

GRANTS-IN-AID OF SCHOOLS FOR GENERAL EDUCATION.

INTRODUCTION.

GRANTS-IN-AID of schools and other educational institutions, including technical schools, will be made from public funds with the special object of extending and improving the secular education of the people, and will be given impartially to all schools which impart a sound secular education, subject to the conditions hereinafter specified, and with due consideration for the requirements of each locality. Additional grants may be made from municipal funds to aided schools apart from and outside grants made under these rules.

Object of rules.

GENERAL CONDITIONS OF AID.

2. It will be essential to the consideration of any application for aid that the school on behalf of which the application is made shall be under the management of one or more persons who, in the capacity of proprietors, trustees, managers, or members of a committee, will be prepared to undertake the general superintendence of the school and to be answerable for its permanence for some given time.

Superintendence of schools.

3. The trustees or members will also be responsible to Government for the due application of the school funds in accordance with the conditions of the grant.

4. The department must be satisfied—

(i) that the school premises are healthy, properly drained, and ventilated, and contain sufficient accommodation for the scholars in attendance;

(ii) that the principal teacher is not allowed to undertake duties not connected with the school which occupy any part whatever of the school hours or of the time appointed for special instruction of pupil-teachers.

5. Every change in the management and superintendence of the school must be duly notified to the Inspector of Schools for the information of the Director of Public Instruction.

6. Every school to which aid is given shall, together with all its accounts, books, and records, be at all times open to inspection and examination by any officer appointed for the purpose, the person or persons responsible for its management being bound to furnish all such returns as may from time to time be required by that officer.

Inspection.

7. Inspecting officers will not interfere with the actual management of schools, but will be required to see that the conditions on which the grants are given are fulfilled.

8. At the time of registration the managers will be informed in what month of each year to look for the annual inspection. Notice of the day of inspection will be given beforehand.

9. An Inspector may visit any registered school at any other time without notice.

10. Grants are given to those schools only (excepting normal schools for training teachers, and technical schools) at which fees are levied from the scholars at rates approved in each case by the District Board, or Municipal or Town Committee concerned, subject to the control of the Director of Public Instruction. The managers of any aided school shall be at liberty to remit or reduce fees leviable from orphans or from children of poor parents, provided that the number of such remissions does not, except with the special sanction of the Director of Public Instruction, exceed 25 per cent. of the average daily attendance.

Fees.

The number and amount of remissions under this rule must be shown in the annual returns submitted to the department.

In the case of Karen schools, contributions by the Karen community may, with the sanction of the local authority subject to control as above of the Director of Public Instruction, be accepted in lieu of fees; and in the case of girls' schools the said local authority may, on sufficient cause, relax the condition of fee payments.

11. A "school-meeting" means a registered meeting of the school for secular instruction during not less than two hours.

School-meetings.

Every aided school must have not less than 400 school-meetings in the year, unless otherwise authorized by the Director of Public Instruction.

Records.

12. In every aided school the following records in prescribed form must be regularly maintained, namely:—

(i) Admission and progress register (Form C).
(ii) Attendance register (Form D).
(iii) Visitors'-book.
(iv) Account register (Form E).

The requisite forms will be supplied, free of cost, on application to the Inspector of the circle or to the Director of Public Instruction.

PROCEDURE IN SUBMITTING APPLICATIONS FOR GRANTS-IN-AID.

Registration of schools.

13. School-managers who may be desirous of receiving aid from public funds on account of any school which has not been previously registered in the office of the Director of Public Instruction must apply for registration through the Inspector of Schools not less than three months before the date of the annual provincial examinations.

Form of application.

14. All applications for registration must be made in the annexed Form A, copies of which can be obtained from the Inspector of Schools or the Director of Public Instruction.

15. Should an application for registration in any case be refused by the Director of Public Instruction, the reason for refusal will be communicated to the person who applied for registration. In the case of a town school, registration shall not be granted without the previous consent of the Municipal or Town Committee concerned.

NATURE OF AID OBTAINABLE.

16. Grants-in-aid are of five kinds,—

(i) results-grants for each pupil who passes an examination;
(ii) attendance-grants for each pupil in regular attendance;
(iii) boarding-grants for each pupil supplied with board and lodging on the school premises;
(iv) special grants to supplement private expenditure on building and furniture;
(v) supplementary grants bearing some proportion to the total expenditure on the school.

Limitation of grants.

17. In no case will the total of all grants to a school exceed in amount the sum contributed from private sources towards the *direct* expenditure of the school in the previous year, the amount of private expenditure being ascertained by the Inspector by reference to the annual returns submitted by the manager to the department.

The total attendance-grant, exclusive of boarding-grants, shall not in any case exceed 50 per cent. of the total results-grant.

18. Schools in which less than 20 per cent. of those on the average daily attendance-roll succeed in passing by the respective standards in two or more subjects will be considered inefficient and will be liable to be struck off the grant-in-aid register.

RESULTS, ATTENDANCE, AND BOARDING GRANTS.

19. The payments by results for examination for each financial year will be regulated by the results of the provincial examinations for the previous official year. The grants for attendance will be computed* on the average daily attendance for the 12 months next preceding the examination.

20. The method of calculating the annual amount of a results and attendance grant in the case of boys is as follows:—

Lower Primary Schools.

(*a*) For each pupil who passes the Lower Primary School examination or standard the following grants will be made under each head:—

	English.	Second language.	Arithmetic.	Geography.	Total.
For passing in	Rs.	Rs.	Rs.	Rs.	Rs.
	2	4	3	1	10

* In calculating attendance-grants under Rule 19 it is unnecessary to consider how many days any particular boy has attended school; it is simply necessary to multiply the grant for any particular department or class by the number representing the average daily attendance in that department or class for the previous 12 months of regular school-days. In the case of Karen schools, where attendance is for six months in the year only, the term under Rule 19 may sometimes extend over part of two seasons.

(*b*) For each pupil in regular attendance a grant of Rs. 2.
(*c*) For each boarder a grant of Rs. 2-8-0.

Upper Primary Schools.

(*a*) For each pupil who passes the Upper Primary School examination or standard the following grants will be made under each head :—

For passing in	English.	Second language.	Arithmetic.	Geography.	Optional subjects.	Total.
	Rs. A.	Rs. A.	Rs. A.	Rs. A.	Rs. A.	Rs. A.
	2 8	4 8	3 8	1 8	1 8	13 8

(*b*) For each pupil in regular attendance a grant of Rs. 2.
(*c*) For each boarder a grant of Rs. 2-8-0.

Middle Schools.

(*a*) For each pupil who passes the Middle School examination or standard the following grants will be made under each head :—

For passing in	English.	Second language.	Arithmetic.	Algebra and geometry.	Geography and history.	Sanitary primer.	Mensuration and surveying.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
	8	.5	6	2	2	1	2	26

(*b*) For each pupil in regular attendance a grant of Rs. 3.
(*c*) For each boarder a grant of Rs. 2-8-0.

High Schools.

(*a*) For each pupil who passes the Entrance examination of the Calcutta University a grant of Rs. 50 if placed in the 1st division, Rs. 40 if placed in the 2nd division, and Rs. 30 if placed in the 3rd division.
(*b*) For each pupil in regular attendance a grant of Rs. 5.
(*c*) For each boarder a grant of Rs. 2-8-0.

Colleges.

(*a*) For each pupil who passes the F. A. examination of the Calcutta University Rs. 100 if placed in the 1st division, Rs. 90 if placed in the 2nd division, and Rs. 80 if placed in the 3rd division.
(*b*) For each pupil in regular attendance a grant of Rs. 10.
(*c*) For each boarder a grant of Rs. 2-8-0.

21. The number of pupils presented for results-grants must in no case exceed the number in average attendance at school-meetings during the previous 12 months, and no pupil will be eligible who has not actually attended the school for at least 200 school-meetings during the 12 months immediately preceding the examination, or who has already been examined at any other aided school during the current official year. In the case of Karen pupils, or pupils of specified backward tribes, an attendance of 120 school-meetings will qualify.

(*a*) Eligibility of pupils for examination.

No results-grants will be payable for any pupil for passing in any subject on account of which he or she has already earned a results-grant under the same standard.

(*b*) Eligibility of pupils for results-grants.

In the case of the University examinations, no grant can be claimed unless the pupil has regularly attended the school from which he is presented for at least one year before the examination.

Immediately before each annual examination the school-manager will furnish the Inspector with a nomination-roll in Form F of candidates whom he proposes to present.

(*c*) Nomination-roll of pupils presented for examination.

22. Subject to the conditions prescribed above grants for results of examination and for attendance will be payable for European pupils at rates double those here laid down; and for pupils of Karen, Chin, or other specified backward race, in such localities as the local Government may from time to time determine, at rates 50 per cent. higher than those here laid down.

Age of pupils eligible for grants.

23. No grant can be claimed for any pupil who is below six or above 25 years of age.

Certificate of amount of grant earned.

24. The results of the provincial examinations will be communicated by the Educational Syndicate both to the Inspectors and to the managers of schools; and in cases where the examination is conducted locally by the Inspector, that officer will, within 24 hours after the close of the examination, furnish the managers with an extract from the inspection schedule, showing for each pupil the subjects for which results-grants have been earned and showing also the number of pupils for whom they are entitled to attendance-grants.

Manner of payment of grant.

25. The grant sanctioned will be paid in two half-yearly instalments on warrants from the Inspector. The bills, which should be drawn in prescribed form, must reach the Inspector for examination not later than the 1st May and 1st November respectively. The Inspector, on finding the bill correct, will forward to the manager a warrant for the amount payable, sending at the same time a duplicate warrant to the officer of the treasury from which the payment will be made. The warrants will be payable on or after the 1st June and 1st December of each year.

Girls' schools.

26. Results-grants for examinations, attendance, and boarding will be payable for girls at rates 25 per cent. higher than the rates sanctioned for boys. Results-grants for *plain* needle-work and cutting-out will be obtainable by girls in addition to other grants, thus:—

	Maximum grants permitted.
	Plain needle-work and cutting-out. Rs.
Lower primary schools	.. 4
Upper primary schools	.. 6
Middle and high schools	.. 9

Provision against failure through misadventure.

27. If through misadventure, for which the managers are found by the Director not to blame, the grant by results to any school falls greatly below the average of previous grants to the same school, a sum, not exceeding two-thirds of the grant of the previous year may, with the sanction of the Chief Commissioner, be paid to the managers instead of the grant calculated under these rules.

Special Grants.

28. Special grants may, when funds permit, be given towards the cost of the erection, purchase, or enlargement of school buildings and, in exceptional cases, towards the cost of furnishing school-houses and providing maps and other school apparatus, on the following conditions:—

(i) that satisfactory evidence shall be adduced of the necessity for the erection, purchase, or enlargement in aid of which the grant is sought;

(ii) that in each case the managers of the school shall contribute an equivalent to the amount of the grant;

(iii) that, in the case of buildings, the application (which shall be submitted before the commencement of the undertaking) shall be accompanied by a plan and estimate of the cost of the building proposed to be erected or purchased, or of the additions to any existing building;

(iv) that, previous to the disbursement of the grant, it shall be certified by the District Engineer, or other responsible officer who may have been deputed to examine the buildings, that the work has been proceeded with as provided for in the plan and estimate approved by the Director of Public Instruction; also that, before disbursement, the managers of the school shall declare that they have funds on hand sufficient, when supplemented by the grant, to clear off all the debts incurred in the execution of the work;

(v) that, in the event of any building towards the erection, purchase, or enlargement of which a grant may have been made by Government being without the consent of the Director of Public Instruction diverted prior to the lapse of 20 years from the date of the issue of the grant to other than educational purposes, the managers at the time of the diversion shall refund to Government such portion of the grant as shall be determined by arbitrators, who, in making their award, shall take into consideration the length of time

the building has been used as a school-house and its consequent deterioration ; but in the event of such managers failing to make such refund, then they shall sell the building to Government at a valuation to be determined by arbitrators, who, in making their award, shall deduct from the price such portion of the grant as may seem equitable, regard being had to the length of time the building has been used as a school-house and its consequent deterioration.

29. Building-grants not exceeding Rs. 1,000 may be sanctioned by the Director of Public Instruction.

30. Grants are not given to pay off debts for building or in consideration of former expenditure for building, nor for the maintenance of buildings.

SUPPLEMENTARY GRANTS.

31. Yearly grants bearing some proportion to the annual expenditure on a school may be granted to newly established schools, to schools in backward districts, to schools attended by comparatively uncivilized tribes, or to schools which may be considered by the Director and the Chief Commissioner to be specially deserving of encouragement.

Grants under this rule will be made from year to year only and will be notified to the Director of Public Instruction during the month of February for the succeeding financial year. They will never exceed—

(*a*) one-half the total expenditure, exclusive of boarding charges, in the case of primary and upper primary schools ;

(*b*) one-third the total expenditure, exclusive of boarding charges, in the case of middle schools and high schools ;

(*c*) one-fourth the total expenditure, exclusive of boarding charges, in the case of colleges.

Grants under this rule will be given only to schools which send boys or girls to the annual examinations and maintain constant effort to qualify for grants under Rule 21.

CHAPTER II.

GRANTS-IN-AID OF TECHNICAL SCHOOLS.

Nature of aid obtainable.

32. Subject to the general condition of aid prescribed in Chapter I, grants-in-aid of technical schools, or technical departments of schools, will be made under the following heads, namely :—

(i) salary-grants for technical teachers ;
(ii) special grants for tools and apparatus, buildings, &c. ;
(iii) results-grants for the success of pupils on examination ;
(iv) technical scholarships.

Grants-in-aid under heads (i), (ii), and (iv) will in all cases be limited by the extent of the budget provision for the year.

Recognized industries.

33. The following are the arts and industries, instruction in which will qualify a school for aid under this chapter, namely :—

Agriculture.	Midwifery and sick-nursing.
Bookbinding and duftry's work.	Photography.
Boot and shoe making.	Pottery manufacture and modelling.
Cane and bamboo work.	Practical telegraphy.
Carpentry.	Printing.
Carving in wood or ivory.	Tailoring.
Goldsmith's and silversmith's work.	Tinsmith's work.
Land-surveying.	Veterinary surgery.
Mechanical engineering.	Watchmaking.

Weaving.

Other industries, arts, or sciences may at any time be added to this list by the local Government.

Salary-grants for teachers.

34. In any public school above the primary grade (including municipal schools and aided schools) the employment of a qualified teacher, either on the school staff or as itinerant teacher in any of the recognized industries, will render the school eligible for salary-grant for such teacher equal to the salary paid by the school, subject to a maximum limit of Rs. 50 per mensem and subject to the conditions of Rules 25 and 32 of Chapter I.

Qualifications of the teacher.

35. The qualifications of the teacher for whom salary-grant is claimed must be attested either by the Science Department of the Rangoon College or by other authority accepted by the Director of Public Instruction.

36. Grants under this rule will be payable only where fully suitable provision exists for the teaching of the art or industry concerned.

Special grants.

37. Special grants for tools and other apparatus for museums or for buildings will be given to technical schools or departments not exceeding the private expenditure on the same object, provided there is a minimum attendance of six pupils in the technical department.

Results-grants.

38. Results-grants to technical schools or departments will be payable on the results of annual examinations to be conducted under the control of the Educational Syndicate in accordance with scheduled standards.

Standards.

39. In each art or industry, standards, not more than four in number, will be prescribed and results-grants will be payable as follows, namely :—

For the first standard Rs. 8 for each pupil.
For the second standard Rs. 16 for each pupil.
For the third standard Rs. 24 for each pupil.
For the fourth standard Rs. 32 for each pupil.

40. Examinations for the first and second standards will be held locally under arrangements made by the Inspector of Schools of the circle and under his supervision. Examinations for the third and fourth standards will be held at Rangoon and at such other centres as the Educational Syndicate may prescribe.

41. For passing either of the latter standards in any art or industry a certificate will be issued by the Syndicate in the same manner as certificates for the general education tests. These certificates will be called respectively lower and higher grade certificates.

To qualify for the higher grade certificate a candidate must have passed the Middle School examination, Vernacular or Anglo-Vernacular.

Pupils of Government technical schools will be eligible to compete for these certificates.

Industrial scholarships.

42. A limited number of scholarships will be awarded annually to pupils of technical schools or departments who have gained the higher grade certificate.

Each scholarship will be of the value of Rs. 12 per mensem and will be tenable for two years at the Science Department of the Rangoon College, or at the Insein workshops, or other place for technical instruction as may be sanctioned by the local Government.

These scholarships will be awarded by the local Government on the nomination of the Director of Public Instruction.

Municipal and other local bodies will be invited to found additional scholarships of the same kind.

43. Schools desiring aid under this chapter must be separately registered, and the managers must, in the first instance, submit an application for registration in Form B annexed.

FORM A.

[Referred to in Rule 14 of the Grant-in-aid Rules of 1887.]

Application for Registration of Public Schools for General Education under the Grant-in-aid Rules of 1887.

To

THE DIRECTOR OF PUBLIC INSTRUCTION.

Dated _____ _____ _____ *188*

SIR,

I HAVE the honour to apply for the admission of _____ school at _____ on the register of public schools for general education under the conditions of the Grant-in-aid Rules of 1887. The required information regarding the institution is furnished in the following tabular statement.

I have the honour to be,

SIR,

Your most obedient servant,

Head or Manager of the School.

FORM A—(PAGE 2).

[Referred to in Rule 14 of the Grant-in-aid Rules of 1887.]

Application for the Registration of Public Schools for General Education under the Grant-in-aid Rules of 1887.

Name of institution, including its locality and date of establishment.	BUILDING ACCOMMODATION, FURNITURE, PLAY-GROUND AND GYMNASIUM, SANITARY CONDITION OF BUILDINGS AND PREMISES.			CLASS OF INSTITUTION.		COURSE OF INSTRUCTION.		ATTENDANCE AND EXAMINATION OF THE PUPILS.		SUPERINTENDENCE AND MANAGEMENT.			INCOME AND EXPENDITURE.			The nature and extent of aid sought for from Government.	Particulars as to the existence of other schools, Government or aided, within a radius of 6 miles.	Remarks.
	Particulars of the site, buildings, size of class-rooms, &c.	Sanitary condition of the site, buildings, &c.	Locality and extent of the play-ground and whether provided with a gymnasium	Whether English or Vernacular, and whether maintained as a boys', girls', or mixed school.	Whether for Europeans and Eurasians or for Natives only.	The Government standard up to which the school professes to teach.	The languages and subjects other than those laid down in the Government scheme included in the course of instruction	The average number of pupils under instruction in each department or division of the school.	Probable number of pupils who will be presented for examination under each standard during the year for which a grant is requested.	The persons who, as proprietors, trustees, or committee of management, are responsible for the management of the institution.	Name of the society or controlling body with which the institution is connected.	Names of the masters and mistresses, with particulars of the place of education and university standing of each.	Monthly rate of schooling fee for each department or division.	The extent and nature of the pecuniary resources of the school, including the probable income from schooling fees.	Details of the proposed monthly expenditure.			

Date

Report by the Inspector of Schools.

Head or Manager of the School.

FORM B.

[Referred to in Rule 43 of the Grant-in-aid Rules of 1887.

Application for Registration of Public Schools for Technical Education under the Grant-in-aid Rules of 1887.

To

THE DIRECTOR OF PUBLIC INSTRUCTION.

*Dated*_____ *188*

SIR,

I HAVE the honour to apply for the admission of _____ school at _____ on the register of public schools for technical education. under the conditions of the Grant-in-aid Rules of 1887. The required information regarding the institution is furnished in the following tabular statement.

I have the honour to be,

SIR,

Your most obedient servant,

Head or Manager of the School.

FORM B.

[Referred to in Rule 43 of the Grant-in-aid Rules of 1887.]

Application for Registration of Public Schools for Technical Education under the Grant-in-aid Rules of 1887.

Name of Institution and locality, and when established.	
BUILDING ACCOMMODATION, FURNITURE, SANITARY CONDITION OF THE BUILDINGS AND PREMISES, &c.	Particulars of the site, buildings, size of class-room, &c.
	Sanitary condition of the site, buildings, &c.
	Locality and extent of the work-yard.
	The extent and value of the supply of tools and plant, scientific apparatus, and furniture provided by the school.
CLASS OF INSTITUTION	Whether established as an independent technical school or as a technical department of any existing school.
	Whether the technical school is maintained as a boys' or girls' school.
	Race or nationality of pupils for whom the school is maintained.
COURSE OF INSTRUCTION.	Particulars of the arts, sciences, and industries taught in the technical school.
	The Government standard up to which instruction is given in each art, science, or industry.
ATTENDANCE AND EXAMINATION OF THE PUPILS.	The average number of pupils under instruction in each department or division of the school.
	Probable number of pupils who will be presented for examination under each standard annually.
SUPERINTENDENCE AND MANAGEMENT.	The person who, as proprietors, trustees, or committee of management, are responsible for the management of the institution.
	Name of the society or controlling body with which the institution is connected.
ESTABLISHMENT	Names of masters and mistresses with particulars of their educational qualifications.
	Whether employed solely by the school. If employed as an itinerant teacher, the number of lessons given by the teacher should be specified.
	Monthly rate of salary or wages.
INCOME AND EXPENDITURE.	Monthly rate of schooling fee for each department or division.
	Whether the pupils receive payment for their work and, if so, at what rate and under what conditions.
	The nature of the pecuniary resources of the school and the extent of the annual income, the income from manufactures being shown separately.
	Details of the annual expenditure on salary or wages, purchase of tools and plant, furniture, scientific apparatus, &c. The expenditure on material purchased for manufactures should also be shown.
	The nature and extent of aid sought for from Government.
	Particulars as to the existence of other technical schools or departments within a radius of 6 miles.
	Remarks.

Date ——

Report by the Inspector of Schools.

Head or Manager of the School.

FORM C.—ADMISSION AND PROGRESS REGISTER.

[Referred to in Rule 12 of the Grant-in-aid Rules of 1887.]

For Public Schools under Private Management registered under the Grant-in-aid Rules of 1887.

———————School at———————

Established——————— 188 .

Form C.—Admission and Progress Register.

School at _____

Date of admission.	Admission No.	Name of pupil.	Particulars of the pupil's parents or guardians.			Race.	Religion.	School from which the pupil has come.	Age on date of admission.	Department and class into which admitted.	Examination subsequently passed and date of passing; date of promotion to higher class; scholarships and prizes obtained, &c.	Date of leaving school and circumstances under which the pupil has left.	Remarks
			Name.	Residence.	Occupation.								
	1												
	2												
	3												

FORM D.—Attendance Register.

[Referred to in Rule 12 of the Grant-in-aid Rules of 1887.]

For Public Schools under Private Management registered under the Grant-in-aid Rules of 1887.

_____ School at _____

Established _____ 188 .

For the official year ending 31st March 188 .

To find the average attendance of a class for the month add together the daily totals of boys marked present and divide the sum by the number of times the school has met during the month, the quotient is the average number in attendance.

N.B.—No erasures of any kind are permissible in this return ; corrections should be made in red ink.

FORM D.—REGISTER OF ATTENDANCE AND FEES FOR THE MONTH OF _____ 188

_____ *School at* _____

_____ *Department* _____ CLASS.

Roll No.	Admission No.	Names.	*N. B.*—Boys present to be marked *p*; boys absent without leave, *a*; boys absent from sickness, *s*; and boys absent with leave, *l*. 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Total attendance for the month.	Fees payable for the current month.	Arrears.	Re-admission fees.	Total payable.	Amount paid.	Date of payment and initials of the master.	Irrecoverable.	Recoverable.	Remarks.
		Boys.																															Rs.	Rs.	Rs.	Rs.	Rs.		Rs.	Rs.	
		Total attendance of boys.																																							
		Girls.																																							
		Total attendance of girls.																																							
		Grand Total attendance.																																							
		Initials of the master																																							

Certificate by the Head or Manager of the School.

I HEREBY certify that this attendance-roll has been made up daily by the master in charge of the class, that for every attendance marked each pupil has received not less than two hours' secular instruction, and that the average daily attendance of the class for the month is

Head or Manager of the School.

FORM E.—Account Register.

.[Referred to in Rule 12 of the Grant-in-aid Rules of 1887.]

For Public Schools under Private Management registered under the Grant-in-aid Rules of 1887.

_____ School at _____

Established _____ 188 .

For the official year ending 31st March 188 .

NOTES FOR THE GUIDANCE OF SCHOOL-MANAGERS.

1. This register is not a form of return for submission to Government, but a record to be kept in the school, in which entries will be made from day to day or from month to month, and from which the accounts portion of the annual statistical returns will be compiled at the end of the year, statistics of attendance being taken from the register in Form D prescribed in the Grant-in-aid Rules of 1887.

2. Accounts of the boarding department are not required by Government and will not appear in this register.

3. Form No. 1 should be written up daily. In column 2 of the form should be entered the name of the master or other responsible person by whom the collections of the day are handed to the manager or to his accountant.

4. In those schools where a teacher on the staff is paid all or any portion of his or her salary direct from public funds, as for example in the case of a master employed by Government to conduct a normal class in connection with an aided school, or of a certificated Burmese schoolmistress who is paid half her salary by Government, the two establishments will be shown separately in Form No. 3, under the following headings, namely, (1) Establishment paid from private funds and (2) Establishment paid from public funds, which have been printed across the page. A teacher who draws salary partly from private and partly from public funds will be shown under both the headings referred to.

5. The classification of the charges specified under the head of *direct* and *indirect* expenditure in Form No. 6 is that prescribed by Government. Recurring charges, *e.g.*, for insurance, postage, lighting, &c., should be appropriately distinguished, the heading for each class being written in the blank space which has been provided for this purpose. Unusual charges may be grouped together under a single heading.

6. Every entry of receipt or disbursement should be attested by the initials of the manager, or of such person as he may entrust with the keeping of the school accounts.

7. Receipts and disbursements should be entered in the column bearing the name of the month in which payment is made, thus: schooling fees or salaries for the month of March if paid in April (that is, after the close of the official year) would appear in the accounts of the succeeding official year.

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Account of European stipends paid from public funds (Form No. 5) ... ...
Account of stipends paid to normal students (Form No. 6) ... ...
Account of contingent expenditure (Form No. 7) ... ...
Summary of income and expenditure for the year (Form No. 8) ... ...

[FORM No. 1.] SCHOOL AT

Account of Income from Private Sources during the year ending 31st March 188 .

Date.	From whom received.	SCHOOLING FEES.					Subscriptions.	Endowments.	Other sources.	Total.	Remarks.
		Arts college.	High school.	Middle school.		Total.					
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
	Total ..										

[FORM No. 2.] SCHOOL AT

Account of Grants-in-aid received from Public Funds during the year ending 31st March 188 .

Department.	Nature of grants-in-aid.	FIRST INSTALMENT.			SECOND INSTALMENT.			ADDITIONAL INSTALMENT.			AMOUNT RECEIVED DURING THE YEAR.				Remarks.
		Amount.	Funds from which paid.	Date of payment.							From provincial funds.	From local cess funds.	From municipal funds.	Total.	
		Rs.									Rs.	Rs.	Rs.	Rs.	
	Total ...														

[FORM No. 3.] SCHOOL AT

Account of Salaries of School Establishment paid from Private and Public Funds during the year ending 31st March 188 .

Name of incumbent.	Date of appointment to present post.	Name of appointment.	FULL MONTHLY RATE OF SALARY.		APRIL.		MAY.			MARCH.		Total for the year.	Remarks.
			Maximum.	Minimum.	Amount.	Date of payment.							
			Rs.	Rs.	Rs.							Rs.	
(1) Establishment paid from private funds.													
(2) Establishment paid from public funds.													

[FORM No. 4.] SCHOOL AT

Account of Scholarships paid from Public Funds during the year ending 31st March 188 .

Name of scholar.	Class of scholarship.	Funds from which paid.	Date of commencement.	Date of expiry.	Monthly rate of scholarship.	APRIL.		MAY.		MARCH.		Total for the year.	Remarks.
						Amount.	Date of payment.	Amount.	Date of payment.				
						Rs.		Rs.				Rs.	
					Total ...								

[FORM No. 5.] ——————— SCHOOL AT ———————

Account of European Stipends paid from Public Funds during the year ending 31st March 188

Name of European stipend-holder.	Class of stipend.	Funds from which paid.	Date of commencement.	Date of expiry.	Monthly rate of stipend.	FIRST INSTALMENT.				SECOND INSTALMENT.				Total amount for the year.	Remarks.
						Period for which paid.		Amount.	Date of payment.						
						From	To								
					Rs			Rs.						Rs.	

[FORM No. 6.] ——————— SCHOOL AT ———————

Account of Stipends paid to Normal Students from Public Funds during the year ending 31st March 188 .

Name of normal student.	Age on admission.	Birthplace.	Date of admission to the normal school.	Monthly rate of Government stipend.	Funds from which paid.	APRIL.				MARCH.		Total amount for the year.	Remarks.
						Amount.	Date of payment.						
				Rs.		Rs.						Rs.	

[FORM No. 7.] ——————— SCHOOL AT ———————

Account of Contingent Expenditure incurred during the year ending 31st March 188 .

Date of payment	To whom paid.	DIRECT EXPENDITURE.						INDIRECT EXPENDITURE.				Grand total.	Remarks.
		Rent and taxes.	Ordinary repairs and renewal	Books, maps, stationery, &c., for general use.	Prizes to pupils.		Total.	School buildings.	School furniture and apparatus.		Total.		
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
	Total ...												

[Form No. 8.]

Summary of Income and Expenditure for the year ending 31st March 188 .

Income.		Expenditure.		Remarks.
Sources of income.	Amount.	Objects of expenditure.	Amount.	
Income from Private Sources.		**Direct Expenditure.**		
Endowments and other sources		*Establishment*—		
Subscriptions		Cost of superintendence		
Schooling fees (i.e., *for tuition only*)—		College, salary of teaching staff		
College		High school, salary of teaching staff .		
High school		Middle school, salary of teaching staff ...		
Middle school		Upper Primary school, salary of teaching staff.		
Upper primary school		Lower Primary school, salary of teaching staff.		
Lower primary school		Normal school for masters, salary of teaching staff.		
Normal school for masters		Normal school for mistresses, salary of teaching staff.		
Normal school for mistresses		Survey school, salary of teaching staff ...		
Total ...		Stipends of normal students		
Income from Public Funds.		Servants		
Results and Attendance grants—				
College				
High school				
Middle school				
Upper primary school				
Lower primary school		*Contingencies*—		
Special grants—		Rent and taxes		
Grants for furniture and apparatus ...		Ordinary repairs and renewals		
Grants for buildings		Books, maps, stationery, &c., for general use		
Salary-grants to certificated teachers		Prizes to pupils		
Supplementary grants		Miscellaneous		
Miscellaneous grants—				
Stipends for European { Boarders ...				
Stipends for European { Orphans		Total ...		
Stipends for European { Apprentices				
Grants for teachers' certificates—				
To Schoolmanager		**Indirect Expenditure.**		
To Government Teacher				
Pupil-teachers' grants. { To the school				
Pupil-teachers' grants. { To the pupil-teacher ...		Scholarships paid from public funds ...		
Scholarships paid from Public Fund—		School buildings		
Senior University		School furniture and apparatus		
Junior University		Miscellaneous		
Middle English				
Middle Vernacular				
Upper primary				
Lower primary				
Survey scholarships				
Industrial scholarships				
Salary of Government Normal teachers ...				
Stipends of Normal Students				
Miscellaneous				
Total ...		Total ...		
Grand Total ...		Grand Total ...		

FORM F.

[Referred to in Rule 21 (*c*) of the Grant-in-aid Rules of 1887.]

SCHOOL AT _____

DEPARTMENT _____ CLASS _____

Nomination-roll of Candidates for the _____ *Examination*

188 .

Average number of pupils in attendance daily in the class during the 12 months preceding examination, *vide* Rule 21 (*a*).	PARTICULARS OF THE PUPILS PRESENTED FOR EXAMINATION FOR RESULTS-GRANTS.									Remarks.
	Roll No.	Admission No.	Name.	Name of school to which the pupil belonged previous to his admission to the school from which he is presented (to be entered from the admission and progress register), *vide* Rule 21 (*b*).	Father's name.	Race, *vide* Rule 22.	Age, *vide* Rule 23.	Number of days the pupil has attended school during the 12 months preceding the examination, *vide* Rule 21 (*a*).	Whether previously presented for examination for results-grants by the same standard. If so, the year and the subjects for which results-grants have been obtained should be entered from the admission and progress register, *vide* Rule 21 (*b*).	
			Boys. .... *Girls.*							

I CERTIFY that, to the best of my knowledge and belief, the above is a correct statement.

Dated *188* .

Head or Manager of the School.

By order,

E. S. SYMES,

Secretary.

APPENDIX B.

[Referred to at page 23, paragraph 89, of the Report.]

Itinerant Science Lectures.

SYLLABUS FOR 1887-88.

FIRST COURSE.

Matter.—States of matter; properties of matter.

Motion.—Rest; different kinds of motion; uniform and variable motion; problems in uniform motion; velocity; accelerated motion; relative motion; compound motion.

Force.—Definition and measurement of force; composition of forces at a point; parallelogram of forces; resolution of forces; parallel forces; gravitation and centre of gravity.

Mechanical Powers.—Levers; application of levers; pulleys; screw; wedge; inclined plane.

SECOND COURSE.

Motion caused by force.—Laws of motion—

1st law of motion	.. ..	Inertia.
2nd law of motion	.. ..	Mass; momentum.
3rd law of motion.		

Motion caused by the force of gravity—

Motion of { falling body. projectile. pendulum.

Work.—Measurement of work; energy; two kinds of energy.

Law of energy.—Illustrations from the mechanical powers.

APPENDIX C.

[Referred to in page 31, paragraph 118, of the Report.]

Transfer of Agency for Supply of Vernacular School Books from the Government Book Depot to the American Baptist Mission Press, Rangoon.

THIS agreement made the 23rd day of August 1887 between the Secretary of State for India in Council of the one part and the American Baptist Missionary Union (hereinafter called the said Union) carrying on business at the American Baptist Mission Press in the town of Rangoon of the other part: WHEREAS the Chief Commissioner of Burma is desirous that the operations of the existing Government Book Depôt in Rangoon and its agencies in Burma should cease and whereas the said Union is willing to take over the stock of books and other things now in the said Depôt and to undertake the supply and distribution thereof and to continue to supply books and other things in a similar manner to that in which the said Depôt now supplies books and other things: Now this agreement witnesseth that in consideration of the payments to be made by the said Union hereinafter mentioned and of the agreements and covenants on the part of the said Union hereinafter contained the said Secretary of State doth hereby agree and covenant with the said Union as follows:—

(1) That he will sell to the said Union the stock of Vernacular school text-books maps &c. described in the schedule hereto annexed and marked with the letter A at and for the price of Rs. 23,051.

(2) That he will cause the said Depôt to be closed and the operations heretofore conducted by it to be discontinued.

(3) That he will during the continuance of this agreement pay to the said Union in quarterly instalments a subsidy of Rs. 400 for the first year of Rs. 600 for the second year and of Rs. 800 for every other year towards defraying the cost of the said Union in packing and transmitting free of charge all stock to aided schools when purchased in quantities aggregating in value Rs. 50 or more and all stock of whatever value supplied to the agents of the said Union or returned by such agents at the request of the said Union.

(4) That he will permit the said Union to re-publish on their own account any Vernacular school books of which the copyright is in him provided however that the text typography material and general form in which it may be proposed to re-publish any such work shall have been first approved of by the Text-book Committee or other authority appointed by the local Government of Burma.

(5) That he will cause the said Union to be kept informed of the Vernacular text-books which may be from time to time hereafter prescribed for public examinations.

And the said Union in consideration of the payments to be made by the said Secretary of State as aforesaid and of the agreements and covenants on the part of the said Secretary of State hereinbefore contained doth hereby agree and covenant with the said Secretary of State as follows:

(1) That it will purchase from the said Secretary of State the stock of Vernacular text-books and maps described and set out in the schedule hereto annexed and marked A at and for the price of Rs. 23,051 and thereof will pay the sum of Rs. 2,500 on the 23rd day of August 1887 and will thereafter pay the balance in quarterly instalments as far as may be the amount of each such instalment to be the fractional part of the whole balance due from time to time determined by the proportion as declared by the said Union's agent which the amount of income from sales of the said stock effected during the previous quarter bears to the total value of the said stock as set out in the said schedule provided however that the whole balance shall be payable on the day on which this agreement may expire by effluxion of time or may be brought to an end.

(2) That it will keep good and proper accounts of its dealing with the said stock and the amount of it for the time being in its possession and will permit such officer as may be appointed by the local Government of Burma for the purpose to inspect its accounts of such dealings and of such stock.

(3) That it will endeavour at all times to keep in hand a sufficient stock of Vernacular school books approved by the Text-book Committee or other authority appointed by the local Government of Burma and will carry on the supply and distribution thereof hitherto carried on by the local Government of Burma charging as well for the books and maps set out in the schedule hereto annexed as for the books maps and articles which shall hereafter be brought into its stock the prices now charged at the Government Book Depôt and its agencies or such other prices as the Director of Public Instruction in Burma for the time being shall by writing expressly authorize provided however that the foregoing portion of this clause shall not apply to books of which the ownership or copyright is in persons other than the said Secretary of State unless such books are supplied to the Union at as great a discount as that allowed on Depôt stock namely a discount of 25 per cent.

(4) That it will employ as agents for the sale of school books all the present agents of the Government Book Depôt and also any agents who being officers in the public service may be nominated hereafter by the Director of Public Instruction in Burma for the time being.

(5) That it will allow a discount of 10 per cent. on the prices of all stock purchased by local agents and will allow to managers of aided schools a discount of 10 per cent. on all purchases for cash by them of stock aggregating in price Rs. 50 or more.

And it is hereby mutually agreed and declared that so long as any balance of the purchase-money of the stock set out in the schedule hereto annexed shall remain unpaid so much of the said stock as shall for the time being be in the hands of the said Union shall be charged with and shall be under lien to the said Secretary of State for the balance of the purchase-money for the time being unpaid. And further that this agreement shall be and continue in force until the 26th day of September 1889 and no longer and that if during the continuance of the same either party hereto shall fail in the due performance of any of the agreements covenants and conditions herein contained on his or its part to be performed or observed it shall thereupon be lawful for the other party hereto to put an end to this agreement which shall thereupon cease and be of no effect except that any balance of money due hereunder to the Secretary of State and any balance of money due to the said Union shall forthwith be payable.

In witness whereof Peter Hordern Director of Public Instruction in Burma by order of the Chief Commissioner of Burma on behalf of the Secretary of State for India in Council and Frank Dennison Phinney the duly appointed Superintendent of the American Baptist Mission Press under a power-of-attorney dated the 20th day of September 1886 on behalf of the said Union have set their hands the day and year above written.

Witness—

(Sd.) THEO. MCINTYRE.

(Sd.) P. HORDERN,

Director of Public Instruction.

(Sd.) FRANK DENNISON PHINNEY,

Superintendent, American Baptist Mission Press,
by Power-of-Attorney dated 20th September 1886.

EDUCATION, GENERAL TABLE I.—*Abstract Return of Colleges, Schools, and Scholars in Lower Burma at the end of the official year 1886-87.*

(For details see General Table III.)

AREA AND POPULATION.				PUBLIC INSTITUTIONS.							PRIVATE INSTITUTIONS.				
				University education.		*School education general.*		*School education special.*							
Total area in square miles.	Number of towns and villages.	Population.		Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.	Total of public institutions.	Advanced	Elementary.	Grand total.	Percentage of	Remarks.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
87,220 square miles.	Towns ... 20 Villages . 15,837 Total ... 15,857	Males .. 1,991,005 Females... 1,745,766 Total ... 3,736,771	Institutions ... for males .	1	...	58	4,787	3	10	4,859	...	204	5,063	Institutions to number of towns and villages ... 33·11	
			Institutions ... for females .	.	...	13	172	2	...	187	...	1	188		
			Total ...	1	...	71	4,959	5	10	5,046	...	205	5,251	33·11	
			Scholars .. males ...	14	...	6,962	92,356	92	327	99,751	...	2,785	102,536	Male scholars to male population of school-going age ... 30·43	
			Scholars .. females ...	...	...	1,579	11,245	28	...	12,852	...	74	12,926	Female scholars to female population of school-going age 4·94	
			Total ..	14	...	8,541	103,601	120	327	112,603	...	2,859	115,462	20·69	

EDUCATION, GENERAL TABLE II.—*Abstract Return of Expenditure on Public Instruction in Lower Burma for the official year 1886-87.*

(For details, see General Table IV.)

1	TOTL DIRECT EXPENDITURE ON PUBLIC INSTRUCTION.§							TOTL INDIRECT EXPENDITURE ON PUBLIC INSTRUCTION.§								Total expenditure on public instruction.	Remarks.
	University education.		*School education, general.*		*School education, special.*		Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.		
	Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.											
1. Institutions ... {For males	Rs. 33,653	Rs. ...	Rs. 2,79,539	Rs. 2,06,177	Rs. 20,016	Rs. 13,569	Rs. 5,52,954	Rs. ...	Rs. 22,732	Rs. 63,899	Rs. 42,354	Rs. 76,994	Rs. 7,690	Rs. 74,414	Rs. 2,88,083	Rs. 9,37,584	Percentage of provincial expenditure included in column 17 to local expenditure on public institution ... 27·26
{For females	...	...	68,069	25,629	2,849	...	96,547										Percentage of local fund expenditure included in column 17 to total expenditure on public institution ... 14·78
Total ...	33,653	...	3,47,608	2,31,806	22,865	13,569	6,49,501	...	22,732	63,899	42,354	76,994	7,690	74,414	3,88,083	9,37,584	Percentage of municipal expenditure included in column 17 to total expenditure on public institution ... 31·01
2. (*a*) Percentages* of provincial expenditure included in columns 2—17 to total provincial expenditure on public instruction ...	12·99	...	22·55	5·09	8·94	2·84	52·41	...	8·89	12·97	4·70	7·56	·73	12·74	47·59	100	Percentage of expenditure from fees included in column 17 to total expenditure on public institution ... 10·32
(*b*) Percentages* of local fund expenditure included in columns 2—17 to total local fund expenditure on public instruction ...	...	...	1·65	69·79	...	...	71·44	...	...	20·95	4·27	·50	·41	2·43	28·56	100	Percentage of expenditure from all other sources included in column 17 to total expenditure on public institution ... 16·63
(*c*) Percentages* of municipal expenditure included in columns 2—17 to total municipal expenditure on public instruction ...	...	...	45·68	31·87	...	·41	77·96	...	...	·59	8·40	9·34	·04	3·67	22·04	100	Total ... 100
(*d*) Percentages of total expenditure in columns 2—17 to total expenditure on public instruction	3·59	...	37·07	24·73	2·44	1·44	69·27	...	2·42	6·82	4·52	8·21	·82	7·94	30·73	100	
3. AVERAGE ANNUAL COST† OF EDUCATING EACH PUPIL IN—	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.										
Departmental institutions. {Cost to provincial revenues ...	...	...	70 8 2	28 11 0	140 12 5	52 4 2	70 15 2										
{Cost to local and municipal funds ...	...	...	...	...	...	...	...										
{Total cost ...	...	...	88 9 2	30 14 11	140 12 5	63 11 2	78 3 7										
Local fund schools.‡ {Cost to provincial revenues ..	...	...	...	...	...	...	...										
{Cost to local funds	...	...	...	16 4 8	...	...	16 4 8										
{Total cost	...	...	...	17 4 5	...	...	17 4 5										
Municipal schools.‡ {Cost to provincial revenues ...	...	...	...	...	...	...	...										
{Cost to municipal funds ...	...	...	44 3 5	17 5 9	...	70 9 5	33 4 6										
{Total cost ...	...	...	56 13 1	22 6 10	...	70 9 5	42 12 7										
Institutions maintained by other departments of Government or in other ways. {Cost to provincial revenues ...	1,952 8 6	...	223 0 11	...	...	17 9 2	967 5 10										
{Cost to local and municipal funds	...	...	...	...	...	...	...										
{Total cost ...	1,979 9 5	...	277 9 5	...	...	17 9 2	393 8 0										
Aided institutions. {Cost to provincial revenues ...	...	...	5 14 5	0 3 3	...	...	1 0 11										
{Cost to local and municipal funds	...	...	7 2 5	4 12 7	...	...	5 2 3										
{Total cost ...	...	...	33 13 8	5 9 11	...	...	9 13 6										
Unaided institutions Total cost ...	...	...	...	...	...	62 5 7	62 5 7										
All institutions {Cost to provincial revenues ...	1,952 8 6	...	7 0 4	0 2 2	142 0 4	28 10 10	1 4 7										
{Cost to local and municipal funds	...	...	16 6 0	1 15 8	...	4 11 11	3 1 11										
{Total cost ...	1,979 9 5	...	42 5 4	2 6 9	142 0 4	53 10 1	6 3 7										

* The percentages required for 2 (*a*), 2 (*b*), 2 (*c*), are to be calculated from the figures given in columns 7*a*, 7*b*, 7*c*, respectively, of General Table IV.

† The annual cost is calculated on the *direct* expenditure only. The average cost of educating each pupil is obtained by dividing the direct expenditure by the average number on the rolls monthly during the year.

‡ The average cost of each pupil in local fund and municipal schools is to be obtained from the figures given in General Table VII.

§ Fractions of a rupee should be omitted, except in the columns showing the average annual cost of educating each pupil.

EDUCATION, GENERAL TABLE III [REVISED].—*Return of Colleges,*

Class of Institution.	PUBLIC INSTITUTIONS.																			
	UNDER PUBLIC MANAGEMENT.																UNDER PRIVATE			
	Maintained by the department.				*Maintained by Local Funds and Municipal Boards.*				*Maintained by other departments of Government or in other ways.*				*Maintained by Native States.*				*Aided by the department or by Local Funds or Municipal Boards.*			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
University education.																				
Arts Colleges—																				
English	...	...	...	...	...	...	...	...	1	14	17	14	...	..	...	...	...	...	...	...
Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges, or Departments of Colleges, for professional training—																				
Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	1	14	17	14	...	...	...	...	...	...	...	...
School education, general.																				
Secondary Schools—																				
For boys ... English ...	1	177	163	128	15	2,012	1,917	1,599	1	48	51	44	...	...	...	...	20	3,789	3,662	3,067
Vernacular ...	...	...	...	...	1	76	91	80	...	...	...	...	...	...	...	...	14	1,203	1,203	1,203
For girls ... English ...	...	...	...	...	1	138	94	72	...	...	...	...	..	...	..	...	10	941	685	748
Vernacular ...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	2	157	145	132
Total ...	1	177	163	128	17	2,226	2,102	1,751	1	48	51	44	...	...	...	...	52	6,000	5,895	5,150
Primary schools—																				
For boys	4	213	216	161	17	1,373	1,145	923	...	...	...	...	...	...	...	...	1,071	38,644	31,039	30,941
For girls	...	...	...	...	9	604	550	466	...	...	...	...	...	...	...	...	75	2,514	2,471	2,458
Total ...	4	213	216	161	26	1,977	1,695	1,389	...	...	...	...	...	...	...	...	1,146	41,158	33,510	33,399
School education, special.																				
Schools for special instruction—																				
Training schools for masters ...	3	92	134	90	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Training schools for mistresses ...	2	28	27	25	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools of art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law schools	...	...	...	...	...	...	...	...	..	...	..	...	...	...	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and surveying schools	7	153	120	88	1	20	17	16	1	58	56	54	...	...	...	...	...	...	...	...
Industrial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other schools	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	12	273	281	203	1	20	17	16	1	58	56	54	...	...	...	...	...	...	...	...
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	17	663	660	492	44	4,223	3,814	3,156	3	120	124	112	...	...	...	...	1,198	47,248	39,405	38,549

PRIVATE INSTITUTIONS ...

1. Advanced teaching—
   (*a*) Arabic or Persian ... ...
   (*b*) Sanskrit ... ...
   (*c*) Any other Oriental classic ... ...
2. Elementary { Teaching a vernacular only or mainly ... ...
   { Mahomedan schools ... ...
3. European and Eurasian schools not conforming to departmental standards
4. Other schools not conforming to departmental standards ... ...

Schools, and Scholars in Lower Burma for the official year 1886-87.

MANAGEMENT.						NUMBER OF SCHOLARS ON THE 31ST MARCH LEARNING			CLASSIFICATION OF SCHOLARS ON THE 31ST MARCH ACCORDING TO RACE OR CREED.						Remarks.	
Unaided.															
Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand total of public institutions.	Grand total of scholars on the 31st March.	English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Burmese.	Karens.	Chinese.	Natives of India.	Others.	
22	23	24	25	26	27	28	29	30	31*a*	31*b*	31*c*	31*d*	31*e*	31*f*	32
...	...	...	...	1	14	14	11	...	5	8	...	...	...	1	Boys. 14 / Girls. ...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	1	14	14	11	...	5	8	...	...	...	1	14 / ...
...	...	...	...	43	6,026	5,722	417	4,031	724	2,926	807	389	987	133	5,671 / 355
...	...	...	...	15	1,279	...	673	1,279	...	1,188	6	62	18	5	1,042 / 237
...	...	...	...	11	1,079	909	72	970	684	280	17	65	22	11	... / ...
...	...	...	...	2	157	...	27	157	...	133	8	12	4	...	249 / 830
															... / 157
..	...	...	...	71	8,541	6,631	1,189	7,087	1,408	4,527	898	528	1,031	149	6,962 / 1,579
3,695	58,039	58,680	58,030	4,787	98,860	1,112	40,474	98,766	16	86,131	9,953	851	665	1,244	90,893 / 7,967
88	1,623	1,023	1,623	172	4,741	131	1,369	4,710	129	3,443	1,017	78	39	35	1,463 / 3,278
3,783	60,253	60,253	60,253	4,959	103,601	1,243	50,843	103,476	145	89,574	10,970	929	701	1,279	92,356 / 11,245
...	...	...	...	3	92	...	58	92	...	60	5	...	...	1	92 / ...
...	...	...	...	2	28	...	...	28	...	23	5	...	...	...	... / 28
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	... / ...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	... / ...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	... / ...
...	...	...	...	9	231	25	...	...	33	162	35	...	...	1	231 / ...
1	96	60	50	1	96	...	...	...	14	71	1	1	2	8	96 / ...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	... / ...
1	96	60	50	15	447	25	58	120	47	342	40	1	2	10	419 / 28
3,784	60,349	60,313	60,303	5,046	112,608	7,913	52,101	110,683	1,605	94,451	11,914	1,458	1,737	1,439	8,559 girls in boys' schools / 1,712 boys in girls' schools — Boys 99,751 / Girls 12,852
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	... / ...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	... / ...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	... / ...
...	...	For boys		172	2,076	...	572	2,076	...	1,850	92	28	12	94	2,076 / ...
		„ girls		...	...	...	...	...	...	...	...	...	...	...	511 / 61
...	...	For boys		27	572	...	572	381	...	...	...	...	572	...	4 / 5
		„ girls		1	9	...	9	9	...	...	...	...	9	...	... / ...
...	...	For boys		...	...	...	...	...	...	...	...	...	...	...	... / ...
		„ girls		...	...	...	...	...	...	...	...	...	...	...	194 / 8
...	...	For boys		5	202	179	54	105	...	102	...	28	72	...	... / ...
		„ girls		...	...	...	...	...	...	...	...	...	...	...	... / ...
Total ...				205	2,850	179	1,207	2,571	...	1,952	92	56	665	94	69 girls in boys' schools / 4 boys in girls' schools — Boys 2,765 / Girls 74
GRAND TOTAL ...				5,251	115,462	8,092	53,308	113,254	1,605	96,403	12,006	1,514	2,402	1,533	8,628 total girls in boys' schools / 1,716 total boys in girls' schools — B. 102,536 / G. 12,926

EDUCATIONAL, GENERAL TABLE IV.—*Return Expenditure on*

PUBLIC INSTI

UNDER PUBLIC MANAGEMENT.

Object of expenditure.	*Maintained by the department,*							*Maintained by Local Fund and Municipal Boards.*							*Maintained by Government or*		
	Provincial revenues.	Local rates or cesses.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	Local rates or cesses.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	Local rates or cesses.	Municipal funds.
1	2a	2b	2c	2d	2e	2f	2	3a	3b	3c	3d	3e	3f	3	4a	4b	4c
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University education. — *Arts Colleges*— English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	33,193	...	...
University education. — *Arts Colleges*— Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
University education. — *Colleges or Departments of Colleges for Professional Training*— Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
University education. — *Colleges or Departments of Colleges for Professional Training*— Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
University education. — *Colleges or Departments of Colleges for Professional Training*— Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
University education. — Total	...	...	...	...		...	...	...	...	...	...	...	...	...	33,193	...	...
School education, general. — *Secondary Schools*— For boys — English	...	11,493	...	...	2,944	...	...	14,437	...	...	86,997	25,169	...	474	1,12,640	11,376	...	...
School education, general. — For boys — Vernacular	...	...	...	...	...	...	...	...	...	...	1,768	202	...	...	1,970	...	...	...
School education, general. — For girls — English	...	...	...	...	...	...	...	...	...	...	4,169	648	...	...	4,817	...	...	...
School education, general. — For girls — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, general. — Total	...	11,493	...	...	2,944	...	...	14,437	...	...	92,934	26,019	...	474	1,19,427	11,376	...	...
School education, general. — *Primary Schools*— For boys	...	6,197	...	...	484	...	...	6,681	...	3,633	20,561	7,637	...	194	32,025	...	...	...
School education, general. — For girls	...	...	...	...	...	...	...	...	...	...	4,810	17	...	10	4,837	...	...	...
School education, general. — Total	...	6,197	...	...	484	...	...	6,681	...	3,633	25,371	7,654	...	204	36,862	...	...	...
School education, special. — *Schools for Special Instruction*— Training schools for masters	...	20,016	...	...	...	...	...	20,016	...	...	...	...	...	...	...	...	...	...
School education, special. — Ditto mistresses	...	2,849	...	...	...	...	...	2,849	...	...	...	...	...	...	...	...	...	...
School education, special. — Schools of art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, special. — Law schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, special. — Medical schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, special. — Engineering and surveying schools		6,271	...	...	1,373	...	...	7,644	...	...	1,200	...	...	...	1,200	984	...	...
School education, special. — Industrial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, special. — Other schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, special. — Total	...	29,136	...	...	1,373	...	...	30,509	...	...	1,200	...	...	...	1,200	984	...	...
University	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Arts colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3,351	...	...
Scholarships held in— Professional colleges		3,015	...	...	...	...	...	3,015	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Secondary schools	...	104	...	...	...	...	...	104	...	960	8,020	...	...	...	8,980	...	...	437
Scholarships held in— Primary schools	...	...	...	...	...	...	...	...	...	760	3,528	...	...	...	4,288	...	...	...
Scholarships held in— Special schools other than training schools.	...	3,298	...	...	...	...	...	3,298	...	...	...	...	...	...	...	530	...	...
Buildings	...	1,081	...	...	...	...	...	1,081	340	...	23,095	...	...	...	23,435	6,394	...	...
Furniture and apparatus (special grants only)	...	1,879	...	...	...	...	...	1,879	...	183	5	...	...	...	188	...	...	...
Miscellaneous — Educational Syndicate	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous — Miscellaneous	...	17,568	...	...	...	...	13,584	31,152	...	1,423	8,973	...	...	2,838	13,234	...	...	...
Total	...	26,945	...	...	...	...	13,584	40,529	340	3,326	43,021	...	...	2,838	50,125	10,275	...	437
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	...	73,771	...	...	4,801	...	13,584	92,156	340	6,959	1,69,126	33,673	...	3,516	2,07,614	55,828	...	437

I.—Fractions of a rupee are to be omitted.

II.—If the income of any school maintained by the department (or by a Local or Municipal Board) exceeds the expenditure equalized. If in such school the income from fees or other private sources alone exceeds the expenditure, the excess

III.—If the income of any aided school exceeds the expenditure, the excess should be proportionately deducted from the sub- actual receipts from provincial revenues and from local and municipal funds should be shown in full.

IV.—In calculating the expenditure from provincial revenues or any other fund, all payments or contributions from fees or

V.—The expenditure under 'University,' 'Direction,' and 'Inspection,' should be shown only in column 7 and its sub-divisions,

VI.—The expenditure on stipends held in training schools should be shown as part of the expenditure in those schools, not

VII.—The expenditure entered in columns 4*a*, 4*b*, and 4*c*, should be included in column 7*a* and not in columns 7*a*, 7*b*, and 7*c*. The

Public Instruction in Lower Burma for the official year 1886-87.

TUTIONS.

other Departments in other ways.				Under private management.										Total expenditure from					
				Aided by the Department or by Local Fund or Municipal Boards.							Unaided.								
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	Local rates or cesses.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	Local rates or cesses.	Municipal funds.	Fees.	All other sources.	Grand total
4d	4e	4f	4	5a	5b	5c	5d	5e	5f	5	6a	6b	6c	6	7a	7b	7c	7d	7e	7
Rs.	R.	R.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	R.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
460	...	..	33,653	...	...	...	...	...	...	...	...	...	...	..	33,193	...	...	460	...	33,653
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
460	...	...	33,653	...	...	...	...	...	...	...	...	...	...	...	33,193	..	...	460	...	33,653
2,781	...	...	14,157	16,295	...	21,071	32,977	25,316	29,079	1,24,138	...	...	...	...	39,164	...	1,08,068	63,271	54,869	2,65,372
...	...	...	...	1,100	2,280	8,817	...	...	...	12,197	...	...	...	...	1,100	2,280	10,585	202	...	14,167
...	...	...	...	14,895	...	8,835	13,647	1,473	15,686	54,536	...	...	...	...	14,895	...	13,004	14,295	17,159	59,353
...	..	...	...	2,485	...	1,163	32	...	5,036	8,716	...	...	...	...	2,485	...	1,163	32	5,036	8,716
2,781	...	...	14,157	34,775	2,280	39,886	46,656	26,789	49,801	1,99,587	...	...	...	...	57,044	2,280	1,32,820	77,800	77,064	3,47,608
...	...	...	...	4,033	89,095	64,283	3,133	1,852	5,075	1,67,471	...	...	...	...	10,230	92,728	84,844	11,254	7,121	2,00,177
...	...	...	...	2,790	3,994	2,999	1,170	5,425	4,414	20,792	..	...	...	...	2,790	3,994	7,809	1,187	9,849	25,629
...	...	...	...	6,823	93,089	67,282	4,303	7,277	9,489	1,88,263	...	...	...	...	13,020	96,722	92,653	12,441	16,970	2,31,806
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	20,016	...	...	...	...	20,016
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,849	...	...	...	...	2,849
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	984	...	...	...	...	...	...	...	...	...	...	...	...	7,255	...	1,200	1,373	...	9,828
...	...	...	...	...	...	...	...	...	...	...	...	1,251	2,490	3,741	...	...	...	...	3,741	3,741
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	984	...	...	...	...	...	...	...	...	...	1,251	2,490	3,741	30,120	...	1,200	1,373	3,741	36,434
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	22,732	...	...	...	...	22,732
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	33,146	20,035	1,718	...	...	53,899
...	...	3,351	...	...	...	...	...	...	...	...	...	...	...	...	3,351	...	...	...	...	3,351
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3,015	...	...	...	...	3,015
...	...	487	1,259	810	6,207	...	...	...	6,276	...	...	...	...	...	1,363	1,770	14,664	...	...	17,797
...	...	...	450	3,392	6,238	...	...	...	10,075	...	...	...	...	...	450	4,162	9,761	...	...	14,363
...	...	530	...	...	...	..	...	...	...	...	...	...	...	...	3,628	...	...	...	...	3,628
...	...	6,894	11,500	699	4,058	...	...	29,827	46,084	...	...	...	...	...	19,315	699	27,153	...	29,827	76,994
...	...	...	...	378	116	...	...	5,129	5,623	...	...	...	...	...	1,879	561	121	...	5,129	7,690
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	10,264	...	...	4,638	1,212	16,114
..	...	...	...	4,748	1,941	1,704	...	...	5,521	13,914	...	...	...	...	22,316	3,364	10,677	..	21,943	58,300
...	...	10,712	17,957	7,220	18,318	...	...	40,477	83,972	...	...	...	...	1,21,650	39,581	64,094	4,638	58,111	2,88,083
3,241	...	59,506	59,555	1,02,589	1,25,480	50,359	34,066	99,767	4,71,822	...	1,251	2,490	3,741	2,55,636	1,38,583	2,90,767	90,712	1,55,886	9,37,584

the return of Government (or Local or Municipal) expenditure should be reduced accordingly, the income and expenditure or the school being thus income and the sources from which it is derived should be shown in the column of remarks.
heads of endowments, subscriptions, and other sources; or, if the receipts from those sources are insufficient, from the sub-head of fees also, the

other sources credited to that Fund should be deducted. Such payments should be shown as expenditure under the sub-heads to which they belong. and not in the preceding columns.
under the head of scholarships.
expenditure entered in column 4*d* should be included in column 7*d*.

EDUCATION, GENERAL TABLE V.—*Return of the Stages of Instruction of Pupils in Public Schools for General Education in Lower Burma at the end of the official year 1886-87.*

Class of school.		Number of schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE. Comprising all pupils who have passed beyond the lower secondary (middle) stage, but have not passed the matriculation examination.			MIDDLE STAGE. Comprising all pupils who have passed beyond the upper primary stage, but have not passed beyond the lower secondary (middle) stage.			UPPER PRIMARY STAGE. Comprising all pupils who have passed beyond the lower primary stage, but have not passed beyond the upper primary stage.			LOWER PRIMARY STAGE. Comprising all pupils who have not passed beyond the lower primary stage.						Total.		
													Reading printed books.			*Not reading printed books.*					
				1			2			3			4			5					
				Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—																					
For boys	Departmental — English	1	177	13	...	13	102	...	102	62	...	62	...	...	...	...	...	...	177	..	177
	Departmental — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local fund — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local fund — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal — English	15	2,012	45	...	45	700	...	700	376	...	376	891	...	891	...	...	...	2,012	...	2,012
	Municipal — Vernacular	1	76	...	...	...	10	2	12	9	1	10	27	5	32	16	6	22	62	14	76
	Other departments — English	1	48	48	...	48	...	...	...	...	...	...	...	...	...	...	...	...	48	...	48
	Other departments — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Native States	*Nil.*																			
	Aided — English	26	3,789	51	...	51	719	30	749	772	74	846	1,847	251	2,098	45	...	45	3,434	355	3,789
	Aided — Vernacular	14	1,903	...	...	...	131	6	137	170	17	187	508	133	641	171	67	238	980	223	1,203
	Unaided — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Unaided — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total	58	7,305	157	...	157	1,662	38	1,700	1,389	92	1,481	3,273	389	3,662	232	73	305	6,713	592	7,305
For girls	Departmental — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Departmental — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local fund — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local fund — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal — English	1	138	...	...	...	...	2	2	3	11	14	69	53	122	...	...	...	72	66	138
	Municipal — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Native States — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Native States — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided — English	10	941	...	16	16	4	156	160	26	208	234	120	323	443	27	61	88	177	764	941
	Aided — Vernacular	2	157	...	...	...	...	50	50	...	24	24	...	79	79	...	4	4	...	157	157
	Unaided — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Unaided — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total	13	1,236	...	16	16	4	208	212	29	243	272	189	455	644	27	65	92	249	987	1,236
Total Secondary Schools		71	8,541	157	16	173	1,666	246	1,912	1,418	335	1,753	3,462	844	4,306	259	138	397	6,962	1,579	8,541

Primary Schools—																							
For boys	Departmental	...	...	...	4	213	...	...	...	...	...	...	...	...	...	...	209	...	209	4	...	4	213	...	213
	Local fund	...	...	...	3	233	...	...	...	...	...	...	36	...	36	109	34	143	44	10	54	189	44	233
	Municipal	...	...	...	14	1,140	...	...	...	...	...	...	323	5	328	698	43	741	56	15	71	1,077	63	1,140
	Native States	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided ...	...	...	...	1,071	38,644	...	...	...	...	...	...	2,057	207	2,264	17,988	3,684	21,672	12,723	1,985	14,708	32,768	5,876	38,644
	Unaided ...	...	...	...	3,695	58,630	...	...	...	...	...	...	31	3	34	20,549	835	21,384	36,066	1,146	37,212	56,646	1,984	58,630
		Total		...	4,787	98,860	...	...	...	...	...	...	2,447	215	2,662	39,553	4,596	44,149	48,893	3,156	52,049	90,893	7,967	98,860
For girls	Departmental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local fund	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal	...	...	...	9	604	...	...	...	...	...	...	4	28	32	79	403	482	22	68	90	105	499	604
	Native States	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided ...	...	...	...	75	2,514	...	...	...	...	...	...	22	77	99	525	1,102	1,627	287	501	788	834	1,680	2,514
	Unaided ...	...	...	...	88	1,623	...	...	...	...	...	...	...	...	...	202	370	572	322	729	1,051	524	1,099	1,630
		Total		...	172	4,741	...	...	...	...	...	...	26	105	131	806	1,875	2,681	631	1,298	1,929	1,463	3,278	4,741
	Total Primary Schools			...	4,959	103,601	...	...	...	...	...	...	2,473	320	2,793	40,359	6,471	46,830	49,524	4,454	53,978	92,356	11,245	103,601
	GRAND TOTAL			...	5,030	112,142	157	16	173	1,666	246	1,912	3,891	655	4,546	43,821	7,315	51,136	49,783	4,592	54,375	99,318	12,824	112,142

EDUCATION, GENERAL TABLE VI.—*Return showing the Results of Prescribed Examinations in Lower Burma during the official year 1886-87.*

Nature of examination.	Number of institutions sending examinees.				Number of examinees.					Number passed.					Race or creed of passed scholars.					
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Burmese.	Karens.	Chinese.	Natives of India.	Others.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16a	16b	16c	16d	16e	16f
ARTS COLLEGES—																				
1. Master of Arts	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. Bachelor of Arts	1	...	...	1	2	...	...	2	4	...	...	...	1	1	1	...	...	...	...	...
3. B. Sc.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. First B. A.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. First B. Sc.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. First Arts	1	...	...	1	7	...	...	2	9	5	...	...	1	6	4	2	...	...	...	...
4. Previous examination	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING—																				
Law—																				
1. Doctor of Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. Bachelor of Law	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine—																				
1. M. D.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. M. B.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3. L. M. S.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. First M. B.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. First L. M. S.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering—																				
1. M. C. E.	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...
2. B. C. E.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3. L. C. E.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. First L. C. E.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools of General Education—																				
Matriculation... Boys	4	3	...	7	44	15	...	1	60	27	8	...	...	35	12	19	...	1	1	2
Matriculation... Girls	...	2	...	2	...	8	...	...	8	...	4	...	...	4	4	...	...	...	...	...
Public Service Certificate examination. English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Public Service Certificate examination. Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School of special instruction—																				
1. Training School examination for masters. Upper	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1. Training School examination for masters. Lower	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. Training School examination for mistresses. Upper	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. Training School examination for mistresses. Lower	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3. School of Art examination	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...
4. Vernacular Medical examination	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5. Examination in Engineering	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
6. Examination in Surveying	10	6	...	16	166	13	...	85	264	45	...	...	12	57	...	...	56	1	...	...
7. Industrial School examination	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

Supplementary Return showing the Results of Provincial Examinations in Lower Burma during the official year 1886-87.

Nature of examination.	Number of institutions sending examinees.				Number of examinees.					Number passed.					Race or creed of passed scholars.					
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Burmese.	Karens.	Chinese.	Natives of India.	Others.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16*a*	16*b*	16*c*	16*d*	16*e*	16*f*
Middle School examination—																				
No examination was held during the year.																				
Upper Primary School examination. Boys	37	310	...	347	347	2,079	...	...	2,426	112	661	...	...	773	23	612	88	23	21	6
Girls	2	27	...	29	16	426	...	...	442	2	117	...	...	119	26	60	27	3	1	2
Total ...	39	337	...	376	363	2,505	...	...	2,868	114	778	...	...	892	49	672	115	26	22	8
Lower Primary School examination. Boys	41	1,599	...	1,640	572	15,503	...	...	16,075	221	2,267	...	...	2,488	26	1,944	372	53	73	20
Girls	4	87	...	91	104	2,901	...	...	3,005	30	410	...	...	440	36	285	105	11	2	1
Total ...	45	1,686	...	1,731	676	18,404	...	...	19,080	251	2,677	...	...	2,928	62	2,229	477	64	75	21
Teachers' Certificate examination—																				
Vernacular Pupil-teacher's Certificate. For masters ...	...	68	...	68	...	165	...	...	165	...	84	...	...	84	...	84	...	...	...	...
For mistresses ...	...	...	...	...	...	13	...	...	13	...	10	...	...	10	...	10	...	...	...	...
Vernacular Normal Student's Certificate. For masters ...	3	10	...	13	40	17	...	...	57	32	6	...	...	38	...	34	2	1	1	...
For mistresses ...	2	...	...	2	15	...	...	1	16	11	...	...	1	12	...	12	...	...	...	...

EDUCATION, GENERAL TABLE VII.—*Return showing the Distribution of Local Fund and*

Object of expenditure.	EXPENDITURE OF LOCAL FUND BOARDS ON PUBLIC INSTRUCTION.															
	In Institutions maintained by Local Fund Boards.											In Institutions maintained by				Total local fund expenditure on public instruction.
	Number of institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Local rates or cesses.	Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The department.	Municipal boards.	Other departments, &c.	Private persons or associations.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.																
University education. — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
University education. — Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.																
University education. — Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
University education. — Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
University education. — Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary Schools.																
School education, general. — For boys — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, general. — For boys — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,280	2,280
School education, general. — For girls — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, general. — For girls — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,280	2,280
Primary Schools.																
School education, general. — For boys	3	233	223	183	...	3,633	...	219	...	...	3,852	...	...	...	89,095	92,728
School education, general. — For girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3,994	3,994
Total	3	233	223	183	...	3,633	...	219	...	...	3,852	...	...	...	93,089	96,722
Schools for Special Instruction.																
School education, special. — Training schools for masters	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, special. — Training schools for mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, special. — Schools of art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, special. — Law schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, special. — Medical schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, special. — Engineering and surveying schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, special. — Industrial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, special. — Other schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Arts colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Professional colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Secondary schools	...	...	...	...	...	414	...	...	...	...	414	...	546	...	810	1,770
Scholarships held in— Primary schools	...	...	...	...	...	54	...	...	...	...	54	...	706	...	3,392	4,152
Scholarships held in— Special schools other than training schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Buildings	...	...	...	...	...	...	...	...	...	...	...	...	...	...	699	699
Furniture and apparatus (special grants only)	...	...	...	...	...	183	...	...	...	...	183	...	...	..	378	561
Miscellaneous	...	...	...	...	...	1,331	...	...	...	721	2,052	...	92	...	1,941	3,364
Total	...	...	...	...	..	1,982	...	...	...	721	2,703	...	1,344	...	7,220	99,581
GRAND TOTAL	3	233	223	183	...	5,615	...	219	...	721	6,555	...	1,344	...	1,02,589	1,08,888

I.—The sum of the expenditure in columns 12 and 28 should agree with the expenditure shown in column 3 of
II.—The sum of the expenditure in columns 17 and 33 should agree with the expenditure shown in columns 7*b* and 7*c*

Municipal Expenditure on Public Instruction in Lower Burma for the official year 1886-87.

EXPENDITURE OF MUNICIPAL BOARDS ON PUBLIC INSTRUCTION.																
In Institutions maintained by Municipal Boards.											In Institutions maintained by				Total municipal expenditure on public instruction.	Total expenditure of local fund and municipal boards on public instruction.	Remarks.
Number of institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Municipal rates.	Local fund grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The department.	Local fund boards.	Other departments, &c.	Private persons or associations.			
18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
15	2,012	1,917	1,599	...	86,997	...	25,160	...	474	1,12,640	...	...	...	21,071	1,08,068	1,08,068	
1	78	91	80	...	1,768	...	202	...	...	1,970	...	...	...	8,817	10,585	12,805	
1	138	94	72	...	4,169	...	648	...	...	4,817	...	...	...	8,835	13,004	13,004	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,163	1,163	1,163	
17	2,226	2,102	1,751	...	92,934	...	26,019	...	474	1,19,427	...	...	...	39,886	1,32,820	1,35,100	
14	1,140	922	740	...	20,561	...	7,418	...	194	28,173	...	...	...	64,283	84,844	1,77,572	
9	604	550	466	...	4,810	...	17	...	10	4,837	...	...	...	2,999	7,809	11,803	
23	1,744	1,472	1,206	..	25,371	...	7,435	...	204	33,010	...	...	...	67,282	92,653	1,89,375	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
1	20	17	16	...	1,200	...	...	...	...	1,200	...	...	...	...	1,200	1,200	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
1	20	17	16	...	1,200	...	...	...	...	1,200	...	...	...	...	1,200	1,200	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,718	30,753	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	8,020	546	...	...	...	8,566	...	...	437	6,207	14,664	16,434	
...	...	...	...	...	3,528	706	...	...	...	4,234	...	...	...	6,239	9,761	13,013	
...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	340	23,095	...	...	...	...	23,435	...	...	...	4,058	27,153	27,852	
...	...	...	...	..	5	...	...	...	...	5	...	...	...	116	121	682	
...	...	...	...	...	8,073	92	...	...	2,117	11,182	...	...	...	1,704	10,677	14,041	
...	...	...	...	340	43,621	1,344	...	...	2,117	47,422	...	...	437	18,318	64,094	1,03,675	
41	3,990	3,591	2,973	340	1,03,126	1,344	33,454	...	2,795	2,01,059	...	...	437	1,25,486	2,90,767	4,29,350	

General Table IV.
respectively, of General Table IV, and the local fund and municipal expenditure of Native States should be excluded.

Return showing Classification of Pupils attending Public Institutions on 31st March 1887 according to Religion.

Class of institution.	Number of public institutions.	Number of scholars on 31st March 1887.	Classification of scholars on 31st March according to religion.					Remarks.
			Christians.	Mahomedans.	Hindus.	Buddhists.	Others.	
1	2	3	4	5	6	7	8	9
Arts Colleges.								
University education. — English	1	14	7	...	...	6	1	
University education. — Oriental	...	...	...	...	...	...	...	
Colleges or Departments of Colleges for Professional Training.								
University education. — Law	...	...	...	...	...	...	...	
University education. — Medicine	...	...	...	...	...	...	...	
University education. — Engineering	...	...	...	...	...	...	...	
Total	1	14	7	...	...	6	1	
Secondary Schools.								
School education, general. — For boys — English	43	6,026	2,004	397	260	3,346	19	
School education, general. — For boys — Vernacular	15	1,279	5	17	1	1,256	...	
School education, general. — For girls — English	11	1,079	845	4	...	214	16	
School education, general. — For girls — Vernacular	2	157	122	4	...	31	...	
Total	71	8,541	2,976	422	261	4,847	35	
Primary Schools.								
School education, general. — For boys	4,787	98,860	6,479	554	92	91,575	160	
School education, general. — For girls	172	4,741	1,122	37	7	3,574	1	
Total	4,959	103,601	7,601	591	99	95,149	161	
Schools for Special Instruction.								
School education, special. — Training schools for masters	3	92	7	1	...	84	...	
School education, special. — Training schools for mistresses	2	28	17	...	...	11	...	
School education, special. — Schools of art	...	...	...	...	...	...	...	
School education, special. — Law schools	...	...	...	...	...	...	...	
School education, special. — Medical schools	...	...	...	...	...	...	...	
School education, special. — Engineering and surveying schools	9	231	71	...	...	159	1	
School education, special. — Industrial schools	...	...	...	...	...	...	...	
School education, special. — Other schools	1	96	14	...	...	71	11	
Total	15	447	109	1	...	325	12	
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	5,046	112,603	10,693	1,014	360	100,327	209	

Statistical Return of Scientific and Literary Societies for the official year 1886-87.

Name.	Object.	Income from 1st April 1886 to 31st March 1887. — From Government.	Endowment.	Subscriptions.	Total.	Number of visitors. — Males.	Females.	Juveniles.	Total.	Registered or not.	When established.	Remarks.
Young Men's Institute.	To afford facilities for mental culture and self-improvement.	Rs. 300	Rs. 84	Rs. 1,161	Rs. 1,545	651	29	*Nil.*	680	Registered under Act XXI of 1860 in September 1883.	June 1877.	The number of visitors shown does not include non-subscribers.